REPORT RESUMES

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A GUIDE FOR TEACHING CHILD DEVELOPMENT, A BOOK OF TEACHING PLANS.

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NEVADA STATE DEPT. OF EDUCATION, CARSON CITY

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DESCRIPTORS- *CHILD DEVELOPMENT, *HOME ECONOMICS EDUCATION, *CURRICULUM GUIDES, HIGH SCHOOLS, TEACHING GUIDES,

THIS GUIDE IS FOR TEACHER USE IN PLANNING CHILD DEVELOPMENT COURSES WHICH WILL TEACH BASIC HUMAN NEEDS AND HELP STUDENTS FOSTER HEALTHY PERSONALITIES IN CHILDREN. THE MATERIALS WERE DEVELOPED BY HOME ECONOMICS EDUCATION STUDENTS AT THE UNIVERSITY OF NEVADA USING THE CONCEPT OF STRUCTURE FORMATED IN THE U.S. OFFICE OF EDUCATION CURRICULUM WORKSHOPS AND EMPLOYING THE LEVELS OF LEARNING DESCRIBED IN "BLOOMS TAXONOMY OF EDUCATION OBJECTIVES." THE UNITS ARE (1) HELPING WITH CHILDREN WHICH IS FOR GRADE 7, 8, OR 9 AND HAS 15 LESSONS, (2) LEARNING ABOUT CHILDREN WHICH IS FOR GRADE 9 OR 10 AND HAS 20-30 LESSONS, (3) PRENATAL DEVELOPMENT AND THE FIRST YEARS OF LIFE WHICH ARE FOR GRADE 11 OR 12 AND HAVE 15-20 LESSONS, AND (4) PREPARATION FOR PARENTHOOD WHICH IS FOR GRADE 11 OR 12 AND HAS 20-30 LESSONS. EACH SUBUNIT IS DEVELOPED AROUND A GENERALIZATION AND CONTAINS DESIRED OUTCOMES, LEARNING EXPERIENCES, BACKGROUND MATERIALS, AND A BIBLIOGRAPHY. (FP)

ED021054

A GUIDE FOR TEACHING CHILD DEVELOPMENT

A Book of Teaching Plans

DEPARTMENT OF EDUCATION
STATE OF NEVADA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared
Under the Direction of
Mrs. Genevieve Pieretti
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Home Economics Education

BURNELL LARSON
Superintendent of
Public Instruction

Carson City, Nevada
February, 1967

JOHN W. BUNTEN
Assistant Superintendent
Vocational-Technical
and Adult Education

4345
VT004345

MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

FROM: (Person) Mrs. Genevieve Pieretti (Agency) Nevada State Dept. of Educ.

(Address) Heroes Memorial Building, Carson City, Nevada 89701

DATE: April 15, 1968

RE: (Author, Title, Publisher, Date) Pieretti, Genevieve, A Guide for Teaching Child Development, A Book of Teaching Plans, Nevada State Department of Education, 1967.

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Provide information below which is not included in the publication. Mark N/A in each blank for which information is not available or not applicable. Mark P when information is included in the publication. See reverse side for further instructions.

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Address Heroes Memorial Building, Carson City, Nevada 89701
Limitation on Available Copies No Longer available for out-of-state distribution. Price/Unit
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(2) Means Used to Develop Material:
Development Group Mrs. Hazel Hardy, Assistant Professor, University of Nevada
Level of Group Edited and revised from materials prepared by students
Method of Design, Testing, and Trial Used generalizations developed in workshops on human development and the family sponsored by the U. S. Office of education. No testing or trial prior to publication.

(3) Utilization of Material:
Appropriate School Setting Junior of senior high schools
Type of Program Homemaking education and family life education for boys and girls.
Occupational Focus Provides related information for training child care aides.
Geographic Adaptability Anywhere in the U. S.
Uses of Material Lesson planning
Users of Material Home Economics teachers

(4) Requirements for Using Material:
Teacher Competency Certified secondary teacher of home economics
Student Selection Criteria Students enrolled in regular secondary home economics programs, grades 7-12. Material might also be used at post-secondary level
Time Allotment Varies by units 3-12 weeks.

Supplemental Media --
Necessary ____ } (Check Which)
Desirable x }

Describe Films, filmstrips, overhead transparencies, etc.

Source (agency) Sources suggested in guide
(address)

FOREWORD

Home Economics Education Majors at the University of Nevada in Mrs. Hazel Hardy's class in Home Economics 400 D Teaching Child Development and Family Relations on the Secondary Level, Spring 1965 prepared teaching units under her direction, using the concept structure developed in the U. S. Office of Education Curriculum Workshops and employing the levels of learning as described in Bloom's Taxonomy of Educational Objectives. These students were:

Jackie Burr
Bonnie Cody
Donna Burkam Daniels
Judy Matley Gibbons
Eddie McKay
Evelyn Miller
Marjean Nelson
Rochelle Parlanti Olsen
Joyce Crook Wadsworth
Sharon Jensen Walker

When Mrs. Genevieve Pieretti, State Supervisor of Home Economics Education, reviewed these units, she recognized their potential and asked Mrs. Hardy to edit these materials for publication and use by home economics teachers.

Mrs. Hardy's background in the subject matter area of human development, as well as her background of teaching experience in the secondary field, has enabled her to produce a curriculum guide which should be a real contribution to this important area of the homemaking program. We are grateful to her for her work in developing one of the finest resources for teachers we have had the privilege to produce.

John W Bunten

John W. Bunten
Assistant Superintendent
Vocational-Technical and
Adult Education

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Later Level (11 or 12th Grade)

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Later Level (Family living - Boys & Girls)

INTRODUCTION
TO
CHILD DEVELOPMENT GUIDE

Scope and Sequence:

UNIT I: HELPING WITH CHILDREN
Early Level (7, 8 or 9th Grade)

UNIT II: LEARNING ABOUT CHILDREN
Middle Level (9 or 10th Grade)

UNIT III: LIFE BEFORE BIRTH (Prenatal Development)
&
THE FIRST YEAR OF LIFE (Physical & Psychological Aspects)
Later Level (11 or 12th Grade)

UNIT IV: HOW TO SURVIVE PARENTHOOD (Preparation for Parenthood)
Later Level (Family living - Boys & Girls)

Note to Teachers

The study of the child can be fascinating, exciting and challenging or it can be boring, tedious, and drugery--much is dependent upon the teacher's enthusiasm, attitude, and background. It is hoped that the suggestions contained in the four units of the Child Development Guide will assist the teacher in such a way that child study will be a course that is both meaningful and zestful to the students.

As Homemaking teachers we need to do more in child development units than to teach our student how to bathe a big rubber doll. We need to teach them how to stimulate the minds and aspirations of children. We need to teach them about human basic needs, and possible ways of fostering healthy personalties in children. We need to help them become aware of the many philosophies and theories of handling children and then, to help them to be able to make decisions for themselves regarding these child-rearing methods.

How to Use the Guide

The following headings, with a short explanation for each, are used in the guide.

Title of Unit: This is used for identifying purposes only and can be changed to suit your particular purpose. A catchy title used in introducing a new unit to the class adds interest and anticipation.

Suggested Time: A specific number of lessons is suggested for each unit. A lesson here is considered to be one regular class period. However, the time may be modified, according to circumstances and need.

Desired Outcomes: These are the anticipated learnings (attitudes, skills and/or knowledge) to be achieved by the student as a result of the experiences he will have in a particular unit.

Bibliography: A list of publications, and visual aids relating to the particular child development unit. In as far as possible, source and price is indicated.

Generalization: Each unit is built around a number of accepted general statements taken from a conceptual framework developed by participants of two workshops in Family Relations and Child Development. (See attached blue sheet). The numbers at the end of each generalization identify it with the above mentioned framework.

References: A list of the publications and visual aids taken from the main bibliography that specifically pertains to a particular unit.

Background Information: This includes pertinent information that the teacher may find helpful or supplementary in teaching the unit. This is not material to be used to "spoon-feed" the students. Let them work, explore, and discover the information themselves, if at all possible, because it will be more meaningful to them if they "dig" out the information themselves.

Learning Experiences: Suggest activities for students to do that will hopefully be a learning experience for them and that will thereby contribute to the achievement of a desired outcome. These suggested learning experiences are geared to the five levels of learning that Bloom has presented. (See attached sheet for explanation of Bloom's Taxonomy).

Hazel Hardy
Lecturer in Home Economics

CONCEPT STRUCTURE

HUMAN DEVELOPMENT AND THE FAMILY

The conceptual structure and generalizations for this outline were developed from two separate outlines prepared in two separate workshops--the Iowa State University workshop which focused on Family Relationships, and the Merrill-Palmer workshop which focused on Development of Children and Youth. The two outlines were fused into one because to some extent they overlapped and because it was felt that a single outline would be more useful as resource material for developing home economics secondary school courses or units of courses dealing with child growth and development, and with personal and family relationships.

Numbers in parentheses appearing in certain statements of generalizations refer to the Glossary of Terms included at the end of this outline.

I. Universality of individuals and families

1. In all known societies there is a recognized unit that assumes the functions of child bearing, child rearing, regulation of behavior, and economic support.

2. Cultural patterns are transmitted from one generation to another primarily through the family (1).

3. There are more similarities in family patterns within one culture than there are in family patterns of different cultures.

4. Every known society and every individual has values which give direction to behavior and meaning to life.

5. In all societies the individual's place within the society depends primarily upon age and sex.

6. Within each individual there is an urge to grow (2) toward his fullest potential.

7. There is a universal and irreversible pattern of individual human development (3).

II. Uniqueness of individuals and families

1. Each individual is unique and this uniqueness helps to account for variations in family units within the same culture.

2. There is a reciprocal relationship between the family and society.

3. Each individual family member affects and is affected by his family.

4. Cultures differ according to what is considered acceptable and normal behavior.

5. Since every individual, every family, and every society is unique, the process of socialization (4) is different for each individual.

6. Each individual differs from every other individual in his inherent potentialities.

7. Each individual is unique in his potentialities and in his pattern and rate of development.

III. Development and socialization of the individual

1. Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.

2. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.

3. Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences.

4. The human organism has a great capacity for physical, mental and social self-repair and for adaptability.

5. To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

6. To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.

7. Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.

8. Maturation is change in structure that cannot be measured in amount by means of a standard measuring scale, but can be appraised by reference to an orderly sequence of qualities, features, or stages.

9. Maturity is revealed in an individual's use of the resources available to him to develop his potentialities.

10. A mature adult copes (5) with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically.

11. The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment.

12. Modeling (6) is a particularly effective technique for learning roles, attitudes, and values.

13. When an individual experiences satisfaction from the results of a particular pattern of behavior, he is likely to incorporate that pattern into his behavior.

14. The sense of self (7) grows gradually and continually as the individual participates in an ever-widening environment.

15. Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.

16. In the process of self-development the individual builds up a set of values which are important criteria for his decision making.

17. Value systems are developed as a person's needs are met, as he thinks about and reacts to his experiences, and as he adjusts to change.

18. Some of the most influential and compelling values are held unconsciously.

19. The more accurately the individual perceives his values, the greater his ease in choosing among alternatives of action.

20. Socialization results from a continuous interaction of the individual and his environment.

21. An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control.

22. Each person's behavior is influenced by the attitudes, values and interpretations of his environment that he has accumulated through his experiences.

23. Values are learned from early and continued experiences in the family, with poor groups, and in the community.

24. The needs of parents and children are sometimes complimentary and at other times conflicting.

25. The individual's interpretation of his own role (8) and of the roles of other family members influences his interaction within the family.

26. Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith.

IV. Challenge and creative possibilities of change.

1. The task of socialization is more complex in societies where there is rapid social change.

2. Social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies places strain on cohesion within and between families.

3. Individuals resist change.

4. Change generally occurs first in the material aspects of culture; this in turn produces change in the non-material culture.

5. Technological changes, advances in science, and improved communication and transportation have resulted in other social agencies assuming some of the responsibilities traditionally performed by the family.

6. When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change.

Glossary of Terms

1. The family in America: the basic social institution composed of persons united by ties of marriage, blood, adoption, or by common consent; characterized by common residence and economic cooperation.

2. Growth: change in amount or degree of bodily attribute (structure) which can be measured by means of some standard measuring scale.

3. Human development: all processes of change both in the body itself (structure) and in its behavior (function), from conception through old age.

4. Socialization: a process whereby the individual learns the ways of a given culture; involves learning to know himself as well as his environment.

5. Coping: purposeful problem-solving, behavior.

6. Modeling: the process whereby an individual incorporates into his own behavior the perceived behavior of another with whom he identifies intentionally or unintentionally.

7. The self: a composite of the individual's thoughts, abilities, feelings, values, and perceptions of his roles, as well as his concept of himself.

8. Role: a function assumed by an individual or a group in a particular situation.

BLOOM'S TAXONOMY

Five levels of learning*

1. KNOWLEDGE

Emphasizes remembering by recognition or recall. Requires something more than rote memory, but should not be too different from the way in which the knowledge was originally learned.

Words related to knowledge level:

Define Recall List

2. COMPREHENSION

Emphasizes grasping meaning and intent of the material.
Deals with content of material.
Ability to translate from abstract to more simple phraseology.
Is able to interpret material.

Words related to comprehension level:

State in your own words . . . . .
Give an example . . . . . or This is an example of . . . . .
Illustrate . . . . . or The idea illustrated by the cartoon is . . .
Describe . . . . .

3. APPLICATION

Ability to apply what he remembers and comprehends.
Applies what he has learned to problem situations in real life.

Words related to application level:

How will this affect? . . . . Choose . . . . What would you do? . . .

4. ANALYSIS

Emphasizes the breakdown of the material into its constituent parts and detection of the relationships of the parts.

Aid to fuller comprehension. Ability to: distinguish fact from hypothesis, to identify conclusions and supporting statements, to distinguish relevant from non-essential material, and to note how one idea relates to another.

Deals with both content and form.

Words related to analysis level:

Which . . . . The main . . . . Analyze . . . .

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*Bloom, Benjamin S. and D. R. Krathwohl, editors. Taxonomy of Educational Objectives. Longmans Green and Company, 55 Fifth Ave., N.Y. $1.50 (Paperback)

5. SYNTHESIS

Provides for creative behavior on part of the learner.

More complete than comprehension, application and analysis.
Emphasizes uniqueness and originality - draws upon elements from many sources and puts these together into a structure or pattern not clearly there before.
Organizes ideas into new patterns.
The learner functions as a producer of ideas, rather than a consumer.
Takes time (to become familiar with task, explore different approaches, interpret, analyze and try out various organizational approaches.)
Needs freedom from tension and from pressures to conform.

(A democratic society thrives best when its citizens are able to arrive at their own decisions rather than when someone in authority does the thinking for them.)

Requires a novel product - something that the student cannot produce as a whole from memory.
Relates a number of ideas to explain something.

Examples of synthesis level:

1. Ability to plan a unit of instruction for a particular teaching situation
2. Ability to develop a personal philosophy of child rearing

Words related to synthesis:

Write a paper..... Think...... Make up a story......
Develop a plan......

6. EVALUATION

Makes a judgement about the value of some ideas, principles, solutions, methods, etc.
Involves the use of criteria
Not necessarily the last step in thinking or problem solving - may come before acquisition of new knowledge
Judging - appraising
NOT opinions (not egocentric)
Must be based on some criterion
Purpose to broaden the student's foundations on which he makes judgements

Words related to evaluation:

Compare...... Determine the best possible...... Judge...and support

HELPING WITH CHILDREN

Early Level
(7th-8th-9th grade)

Time: 15 lessons

Desired Outcomes:

1. Learns how to make friends with children
2. Develops a positive interest in children
3. Realizes that children are fun
4. Becomes aware of how children differ
5. Recognizes that one needs to take into account individual differences when taking care of children
6. Realizes what to expect of children at different age levels
7. Learns to use simple guidance suggestions to fit the child's needs
8. Develops some skills in guiding the child's behavior
9. Recognizes that "a little bit of sugar helps the medicine go down"
10. Understands that play is important to children
11. Develops the ability to entertain a child
12. Becomes better able to work with parents
13. Realizes the responsibilities involved in caring for children

Bibliography

Books

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Jones, Evelyn G. and Helen A. Burnham, Junior Homemaking. Chicago, Ill.: J. B. Lippincott Co., 1958.

Linkletter, Art, The Secret World of Kids. New York, N. Y.: Bernard Geis Associates (Random House), 1959.

McDermott, Irene E. and Florence W. Nicholas, Homemaking for Teenagers, Book I. Peoria, Ill.: Chas. A. Bennett Co., 1960.

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Shuey, Woods & Young, Learning About Children. Chicago, Ill.: J. B. Lippincott Co., 1958.

Pocket Books

Lewis, Shari, Fun With The Kids. New York, N. Y.: MacFadden-Bartell Corp., 1964. (75¢)

Spock, Benjamin, Baby And Child Care. New York, N. Y.: Pocket Books, Inc., 1964. (50¢)

Spock, Benjamin and Miriam E. Lowenberg, Feeding Your Baby And Child. New York, N. Y.: Pocket Books, Inc., 1956. (25¢)

Spock, B., Reinhart and Miller, A Baby's First Year. New York, N. Y.: Pocket Books, Inc., 1962. (50¢)

Bulletins

Children Can Be Fun. Penn State U, College of Ag., Extension Service, University Park, Penn.: (Circular 445) 1957. (4-H Booklet)

Flander, Judy, Baby-Sitter's Handbook. Science Research Assoc., 57 West Grand Ave., Chicago 10, Ill. (50¢)

Homemade Toys. New Mexico Ag. Extension Service, New Mexico State University, Las Cruses, New Mexico.

Play--Children's Business. Association for Childhood Education International, 3615 Wisconsin Ave., N. W., Washington 16, D. C. (75¢)

Ullman, Frances, Life With Brothers And Sisters. Science Research Assoc., 57 West Grand Ave., Chicago 10, Ill. (50¢)

Government Publications (Available from Sup't. of Documents, Washington, D.C. 20402

Infant Care. Children's Bureau Publication No. 8, 1963. (20¢)

When Teen-Agers Take Care of Children. Children's Bureau Publication No. 409, 1964. (25¢)

Your Child From One To Six. Children's Bureau Publication No. 30, 1962. (20¢)

Films

Baby's Day At Forty-Eight Weeks. (11 min.) $2.25 -- BYU

Baby Meets His Parents. (11 min.) $2.25 -- BYU, U of U

The Baby Sitter. (15 min) Available on free loan from Nevada State Health Department.

Bathing Time For Baby. (13 min.) $1.25 -- U of U, WU

You're In Charge. (12 min.) Distributed by National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

Film Strips*

The ABC's of Baby Feeding. (Heinz)

Design for Happy Mealtimes. (Merrill-Palmer)

Enter the Baby Sitter.

Getting Acquainted.

Keeping Children Safe.

Off To A Good Start.

Play Amoung Three and Four Year Olds.

Safety Is Up To You.

Special Day-Time Problems.

*Available from State Division of Vocational Education

Available from Washoe County School District:

4118, Bathing The Baby. (Merrill-Palmer)

4119, Design for Happy Mealtimes. (Merrill-Palmer)

Free Publications The following free publications are attractive and ones that the students will particularly enjoy reading and keeping.

Taking Care of a Baby)
Taking Care of a Pre-School Child)
Taking Care of a School-Age Child)

Order by set from:
Child Care Booklets
Box 125
Martha Van Rensselaer Hall
Ithaca, New York

Sitterama -- A Syllabus for Baby-Sitters, Mothers' Aid, Chicago Lying-in-[illegible]pital, University of Chicago, Chicago, Ill.

Sitting S[illegible]ly, Gerber Products Co., Fremont, Michigan.

Appendix

Appendix A: Inventory of Child Care.

Appendix B: Circle Discussion.

Appendix C: Case Studies.

Appendix D: Judging Toys.

Appendix E: Finger Painting.

Appendix F: Check List for Baby Sitting.

Generalization I: Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity. (III_7)

Sub-Generalization A: One will be more successful in making friends with children if genuine interest and respect are shown.

B: Understanding the pleasure to be derived from contacts with children helps one to become interested in children.

Desired Outcomes:

1. Learns how to make friends with children.
2. Develops a positive interest in children.
3. Realizes that children are fun.

References:

Buck, The Joy of Children.
Children's Bureau, When Teenagers Take Care of Children. pp. 12-14.
Clayton, Young Living. pp. 56-59.
Fleck, Exploring Home and Family Living. p. 253.
Hatcher, Adventuring in Home Living. pp. 490-494.
Hurlock, Child Growth and Development. pp. 34-39.
Hymes, The Child Under Six. p. 1.
Jones, Junior Homemaking. pp. 149-154, 158-160.
Lewis, Fun with The Kids.
Linkletter, The Secret World of Kids. Ch. 12, p. 285.
New Mexico Ex., Homemade Toys.
Penn. State, Children Can Be Fun. pp. 3, 6-8.
Shuey, Learning About Children. pp. 23-26.
Ullman, Life with Brothers and Sisters. pp. 28-30.

Background Information:

To enjoy a child, you must understand him. To understand him, you must communicate with him. (Linkletter)

Children under 6 are fascinating to watch, to read about, and to think about. (Hymes)

Young children are not monsters or fiends or little devils who have taken human form. Children under 6 are people. They have the same feelings the rest of us have. Their brains are working, just as our brains work. Their life is lifted up or depressed, just as we all have our ups and downs. The general principles that govern their growing are the same general principles that govern all growing. (Hymes)

In getting acquainted with the child, let the child take the initiative. In approaching a child one does not know, it is well to remember that children need time to get acquainted and should not be pushed.

Because every child is different, there is new adventure in getting acquainted with each new child.

It will help you if, at first, you will only smile, say hello, and watch. Children will tell you many things about themselves if you just watch them carefully. There is a wrong way and a right way to watch. If you do it the **wrong** way, you may make the child shy; or you may make him feel he must act smart and show off.

Whether children are a bother or whether they are fun depends mostly on you. One of the basic principles of democracy is respect for the individual -- that each individual has worth.

We can show respect to individual children by:

Listening to what they say
Answering questions adequately as possible
Speaking in a pleasant tone of voice
Avoiding criticism

LEARNING EXPERIENCES

Knowledge:

Study available references and list ways you can make friends with children.

Make up a list of no-cost play items that a baby sitter could take on the job to help her make friends with children. (Study references)

Arrange in one column ways in which we can show respect for children and in the other column ways in which we show disrespect. (References will help here.)

List ways in which children are fun and can be enjoyed. (From your experiences and also from the experiences of others.)

Observe and report about a situation in a home, market, class, etc., where you felt it indicated that "children are fun."

Comprehension:

Observe a situation where you felt respect was shown to a child. Report to the class and describe the child's outward feelings.

Tell about a situation where you felt a student was treated with disrespect -- with respect. Compare the two observations. What were the differences in how the students probably felt?

Application:

Role play the following situation: (2 or 3 groups can do the same scene.) You are baby-sitting at the Smith's home for the first time. Mrs. Smith opens the door and says, "Come in Betty, you can get acquainted with Billy (3 years old) while I finish dressing." Present all three acts before discussing the techniques used by the players. Class decides which procedure would be the most helpful in making friends with Billy and why.

Bring to class a no-cost play item for a small child that could be used in making friends with a child when you are baby-sitting. Put items on display with appropriate explanations. Try an item out in your baby-sitting and report results to class.

Write the amusing things or sayings you have seen or heard children do and say. Share these in class. (Art Linkletter's book might be used as a guide here.)

Have a "Circle of Ideas" on how to make friends with children in your baby-sitting work. (See Appendix B.)

Analysis:

Write a paragraph on "How I can improve my ability to make friends with children." Try out the suggestions and report results to the class.

Working in groups of 2 or 3, read different case studies relating to making friends and showing respect for children. List the techniques used in accomplishing these goals.

Study (analyze) pictures of children (Pearl Buck's book or other books and magazines) to determine why people say that children are fun and can be enjoyed.

Describe experiences with young children that you have enjoyed. Analyze why you enjoyed them. (Why do you think you enjoyed the children?)

Synthesis:

Bring together all the suggestions from references, personal interviews and your own experiences that show children are fun. Discuss in class or in groups. Divide into groups of 3 or 4 and have a contest to see which group can write the most general statements (clear and appropriate ones) that will help teen-agers in realizing that children can be fun.

Write a paper titled, "What I have learned about making friends with children."

Compile a list of "Do's and Don't's" for making friends with children. Try to get it printed in the school newspaper.

Evaluation:

List the weaknesses you need to overcome in order to gain the respect and friendship of children. (Include brothers and sisters.) Choose one weakness and try the suggestions given in class to help you improve or overcome this trait. Report the results of your endeavors. (Written or oral.)

Observe a teenager or adult who is trying to make friends with a young child and answer the following questions about your observation.

How did they go about making friends?
What did you think of their method or techniques?
How did the child seem to feel? Why?
Was the teenager or adult successful or unsuccessful? Why?

Summary Questions:

What are the big ideas we have learned about making friends with children?

What are some general things we can do to help us enjoy children?

Generalization II: Each individual is unique in his potentialities and in his pattern and rate of development. (II_7)

Sub-Generalization A: Individuals are different; no two individuals are alike.

Desired Outcomes:

1. Becomes aware of how children differ.
2. Recognizes that one needs to take into account individual differences when taking care of children.

References:

Childrens Bureau, When Teenagers Take Care of Children. pp. 12-14.
Fleck, Exploring Home and Family Living. pp. 242-43, 245.
Hatcher, Adventuring in Home Living. p. 471.
Ullmann, Life with Brothers and Sisters. p. 28.

Background Information:

Each individual is unique in his own rate of growth and maturation.

There is considerable evidence that different children are born with quite different temperaments. Parents can't order what they want and neither can baby-sitters. They take what they can get.

Each individual person or child is composed of a jumble of different qualities and patterns of growth. The child needs to be loved and enjoyed for what he is, for what he looks like, for what he does--forget the qualities he doesn't have. The child who is appreciated for what he is, even if he is homely or clumsy or slow, will grow up with confidence in himself. He will have a spirit that will make the best of all the capacities that he has. He will make light of any handicaps. But the child who has never been quite accepted by parents and baby-sitters will grow up lacking confidence in himself. (Spock)

Even though there are general characteristics of children, no two children are exactly alike. Individuality manifests itself during the first few weeks of life. One may observe characteristic differences in babies at birth--differences in activity, muscle tone, amount of muscular energy, tempo, drive or dynamic force, degree of coordination, and responses to various stimuli. These differences appear to be fairly constant for an individual infant.

Individual differences are always with us. Some children are phlegmatic, taking changes and adjustments to routines, accidents and other events in their stride. Others tend to be more excitable and to be more easily thrown off balance by changes and the need to adjust to new situations. Each child is complex and therefore cannot be labeled.

Each child has his own individual pattern of weaknesses, strengths, talents, limitations, individual drives, and social belongingness.

Although normal children are essentially similar in their sequence of growth, no two children, even in the same family, are alike in the way in which they pass through this sequence. Some meet life with eagerness, head on; others are more phlegmatic, less easily excited. Some are easily guided from birth; others seem full of independent aggressiveness from an early age. Some have great vigor and vitality; others seem to have less stamina, less ability to meet whatever comes. (Jenkins)

Why do we emphasize the fact that children are different? Because we must not expect any set of rules to work with all children. What proves to be effective in controlling the behavior of one child may prove to be a total failure when applied to another child. The most we can hope to do is to know what to expect, in a general way, for children of different sex and age and then to study each child individually to see just how he differs from other children of his age.

Learning Experiences

Knowledge:

Interview a parent to find out at what age his child first started to:

- roll over
- creep
- walk
- talk
- dress himself
- be toilet trained

Bring this information to class and compare individual children by making a chart of the differences on the blackboard. Discuss the individual differences. (Each child is different, yet follows a pattern.)

Invite to class an enthusiastic mother and/or father of a large family to informally tell how each of their children are different and also how they take these differences into consideration in their child-rearing practices.

Bring to class a baby picture of yourself and also a current picture. Arrange the pictures into a bulletin board with the title, "Each One Is Different--Then and Now."

Comprehension:

Observe a group of approximately the same age children playing together in the neighborhood, playground, nursery school, etc. and tell how they appear to be alike and how they seem to be different.

Give a simple party during class-time for about 4 to 8 children of pre-school age. Observe their behavior and at the next lesson period discuss the individual differences that you were able to see.

Play ball with three or four children of the same age and report the differences in the way they played. What does this tell you?

Application:

At one of your baby-sitting jobs, observe carefully and keep a record of your child's actions and appearance. Share your findings in class and discuss the individual differences that have been illustrated by members of the class.

List all the ways in which you think you are different from two or three of your classmates. You could use the following form:

Ways I am Different From:

Classmate A	Classmate B	Classmate C

Analysis:

Help take care of a group of children while the parents attend a meeting (PTA, church, etc.). Jot down the individual differences that you observed. How did this influence you in taking care of them?

Write a paper titled "Individual Differences in my Homemaking Class." Be objective and do not mention names.

Synthesis:

Write an essay titled, "What I have learned about individual differences and what this means to me as a baby-sitter".

Write a paper on the following: "How I am different from my brother or sister".

Prepare a short but clear summary of individual differences and have it printed in quantity. Give to parents at a PTA meeting (especially appropriate if the homemaking classes are in charge of the program.). Include the reasons why it is helpful for parents to understand that children do have individual differences. This assignment may be accomplished by dividing into groups and assigning each group one part of the work.

Evaluation:

Evaluate your own actions when you take care of children by answering the following question:

How did you take into consideration the child's individual differences? Include in your report:
- Age of child
- Individual characteristics of child
- What I did

Summary:

Divide into groups of three or four and have a contest to see who can put up the most meaningful bulletin board that sums up what you have been studying and discussing about individual differences.

Generalization III: Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occuring in each phase of development. (III_1)

Sub-Generalization A: Certain stages of behavior are typical of children at certain ages.

Desired Outcomes:

1. Realizes what to expect of children at different age levels.

References:

Children's Bureau, Infant Care. pp. 34, 40, 50.
Children's Bureau, Your Child from One to Six. pp. 3-6.
Children's Bureau, When Teenagers Take Care of Children. pp. 23-27.
Fleck, Exploring Home and Family Living. pp. 230-239.
Hatcher, Adventuring in Home Living. pp. 453-54.
McDermott, Homemaking for Teenagers. pp. 51-60.
Spock, A Baby's First Year. (Told in pictures.)

Background Information:

There is a mature behavior at any stage of development:

1. At eight, possessions are very important.
2. At three, shared play is difficult and parallel play more common.

As a child grows from one age to another, he develops characteristics that are somewhat unique for his age--that mark him as a 4-year old, or a 6-year old, etc. Even though there is no such thing as a typical child of one age category, there are some fairly general common generalities observable in children at various age spans.

One reason a child behaves the way he does is because he is at a certain stage of development.

Typical behavior of children from 2 to 6 years of age.
Two to three:

1. Can walk, run, and climb
2. Uses simple sentences
3. Calls things by name
4. Listens to simple stories, rhymes, and songs
5. Can tell when he needs to go to the toilet
6. Can feed himself though messy
7. Can help dress himself
8. Can be taught to leave certain things alone
9. Can play with toys
10. Can help put toys away
11. Likes to play near other children

Three to four:

1. Uses all parts of speech in sentences
2. Asks questions
3. Puts on some of his clothing without help
4. Washes his own face and hands
5. Can be taught to put away toys by himself

6. Likes to play with other children
7. Understands the difference between "yours" and "mine"
8. Likes to build with blocks

Four to six:

1. Talks a great deal and carries on a practical conversation
2. Dresses himself with very little help
3. Can be taught to lace shoes and tie knots
4. Washes himself and brushes his teeth
5. Goes to the toilet by himself
6. Does errands outside of his home
7. Understands property rights
8. Can name colors and count to ten
9. Knows his own name and address
10. Can use knife, fork, and spoon correctly
11. Can say "please" and "thank you" without being prompted
12. Can be taught to overcome fears
13. Has developed considerable curiosity about things in general
14. Can make things out of paper, cloth, sand, and clay
15. Can use tools, such as scissors, hammers, saws, and crayons

WHAT TO EXPECT OF CHILDREN AT CERTAIN AGE LEVELS
(Generally Speaking)

Age	Physical	Emotional	Social	Interests
1 - 2 (Toddler)	Dart, dash, and fling age. Ceaselessly active.	Short span of attention.	Explores by touching. Sociable. Solitary play.	Likes to take off clothes Enjoys simple nursery rhymes.
2	Can use crayons.	Negativistic (Says "no") Domineering and demanding. Likes routines. Rigid.	Solitary or parallel play. Possessive. Cannot share. Punches and hits.	Fascinated watcher.
3	Increased ability--can ride a trike.	Cooperative, friendly. Period of equilibrium.	Needs a playmate. Easy to get along with. Learning to share.	Other children. New words.
4	Able to sit still for small periods. Control elimination. Skip on one foot.	Wants to explore--"run away." Cries easily. Boasts. Nightmares and fears. Name-calling--may be jealous.	Show-off. Likes to visit neighbors. Bossy with younger children. Quarrelsome. May be selfish. Tattles and tells tales.	Likes puzzles. Asks endless questions. Enjoys play on words
5	Poised and controlled. Can sit longer. Good appetite. Developing small muscles.	Easily excited. Becomes angry or cries when losing argument. Cries when scolded. May have unpleasant dreams.	Likes to help. Wants own way. Mother-centered. Depends on adults. Likes to imitate adults.	Likes to play, paint, color, cut and paste. Likes to be read to. Enjoys humor.
6	Permanent teeth start. Increased susceptibility to diseases. Frequent sore throats. Better eye coordination.	Alternate moods--happy, sad, etc. Cry for long periods. Restless indoors. Temper tantrums. Excitable.	Agressive action against parent or teacher. May strike back. Defy parents: "I won't." React favorably to praise. Father important. Noisy, show-off. Hit and kick playmates. React to humor.	Likes to touch and handle things. Likes to learn to read and write. Wants to know why. Seeks new experiences, prefers active games. Girls enjoy dolls. Boys like active games.

Learning Experiences

Knowledge:

Divide into groups and study references on common characteristics at certain ages. Each group make up a chart for a certain age level (infant, 1, 2, 3, 4, 5, 6, etc.) that would help baby-sitter to do a better job.

Invite mothers and fathers to bring their children into the class. Arrange to have 6 to 8 children of various age levels. Have a few simple toys and things around the room for the children. Make this a very informal visit with class members, children, and parents free to circulate around the room. Class members, as they visit and observe, can jot down on cards the characteristics they see, making sure to include the age of the child. The child's age can be written on a piece of paper and pinned to the child's clothing. The next class period compare your notes with what you have read about common characteristics at certain ages.

Comprehension:

View the film, "He Acts His Age." Have different students responsible for listing the characteristics shown in the film for the various ages.

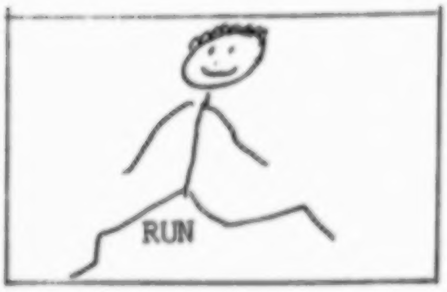
In a circle discussion take turns describing typical behavior patterns of different ages after viewing the films:
"The Terrible Two's and Trusting Threes"
"The Frustrating Fours and the Fascinating Fives"

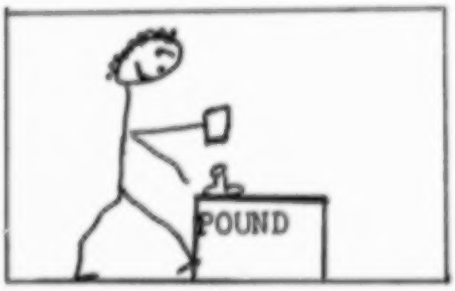
Compare the observed characteristics shown in the above films with the characteristics listed on the chart devised by the class. If necessary, add to the original chart.

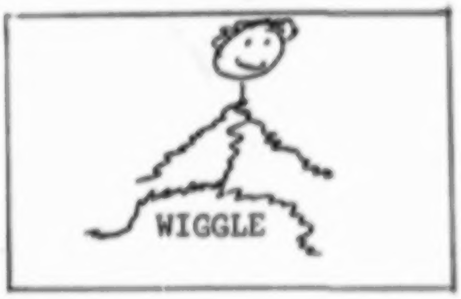
Application:

Prepare bulletin boards to illustrate common characteristics of children. Example:

FOURS LIKE TO







As you baby-sit or come in contact with children, write down their behavior that you disliked and the behavior that you approved of. Include the age of the child. Using your chart on common characteristics, determine whether the behavior was normal for that age child. How does this information affect your feelings for the child?

For one week keep track of all the common behavior characteristics of children that you observe. What ones haven't you been able to observe? Compare notes with other class members.

Analysis:

Collect cartoons showing young children in action. From the activities and conversations shown, determine the probable age of the children. Give reasons for your answer. (These cartoons could be incorporated into a bulletin board.)

Observe for at least 10 minutes a situation where children are involved. Write it up as an anecdotal record. (Do not tell the child's name.) Bring to class and exchange papers. Read one of your classmate's anecdotal records and try to determine the age of the child from the information given on the report. Give reasons for your answer that relate to common characteristics of children at certain ages.

Synthesis:

Write a report on the following: "Why it will help a baby-sitter to know what to expect of children at certain ages."

Present a panel discussion at a PTA meeting or other parent meeting (or invite parents to your class) to discuss, "Children's Common Characteristics." Each member of the panel (6 or 8) could be assigned a certain age to discuss. Choose a leader to act as moderator. Class members **not** on the panel could evaluate the effectiveness of the presentation in terms of:

Were the panel members prepared?
Did the parents seem interested?
Did the information seem helpful to the parents?

Summary:

Work in groups and complete the following chart to help you do a more efficient job in your baby-sitting:

Characteristics of:	What the sitter needs to do
Infant	
1. Has a reason for crying	1. Check to see if he needs changing, is hungry, or needs some cuddling, etc.
2. etc.	
3.	
Toddler	
1.	
2.	
3.	

2 Year Old

1.
2.
3.

Generalization IV: An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control. 111_{21}

Sub-Generalization A: Effective discipline (guidance and love) assists the child in his growth toward his fullest potential.

Desired Outcomes:

1. Learns to use simple guidance suggestions to fit the childs needs.
2. Develops some skills in guiding the child's behavior.
3. Recognizes that "a little bit of sugar helps the medicine go down."

References:

Barclay, *Teen Guide to Homemaking*. pp. 412-414.
Children's Bureau, *Infant Care*. pp. 50-52.
Children's Bureau, *When Teenagers Take Care of Children*. pp. 14-17, 43-50.
Clayton, *Young Living*. pp. 60-61.
Flander, *Baby-Sitters Handbook*. pp. 25-30.
Fleck, *Exploring Home and Family Living*. ch. 24.
Hatcher, *Adventuring in Home Living*. Book 1. pp. 462-66, 471-74.
Hymes, *The Child Under Six*. ch. 28, 29.
Jones, *Junior Homemaking*. pp. 148-54, 163-64.
Linkletter, *The Secret World of Kids*. ch. 6.
McDermott, *Homemaking for Teenagers*. pp. 62-71.
Penn. State, *Children Can Be Fun*. pp. 15-17.
Pollard, *Experiences in Homemaking*. pp. 31-35.

Background Information:

Discipline is guiding the child in learning to work, getting along with others, learning rules and regulations, and learning right from wrong. Discipline is not the same as punishment.

Punishment is control gained by enforcing obedience or orders. It teaches what *not* to do. Discipline need not take the form of punishment; it can be a guiding process of showing the child what to do.

Punishment is not necessarily spanking. It may be deprivation or isolation. Although punishment has its place in child-rearing, it is not discipline in a positive sense.

Young children up to 2 years of age are pretty helpless in many ways. They need assistance and careful attention.

A child can be taught what to do and what not to do without the use of harshness.

The child needs to be disciplined according to his age level, maturity, and understanding.

When a baby cries, he may do so for various reasons. He may be hungry, thirsty, wet, or need some cuddling. Whatever the cause of crying, it is poor judgment to decide that the baby is being "bad" and let him cry himself out. Babies who "cry themselves out" quite often tend to develop into nervous, difficult children.

Many times, children between 2 and 5 like to test their will against that of their baby-sitter. Repeatedly, they will reach for something taboo, while watching to see what the sitter will do. At such moments, it may be wiser to distract these children than to yell or scold; to take them by the hand and say, "Let's not do that, that's no fun!" Even toddlers who may not understand word for word will respond to a quiet tone and manner.

Words of appreciation, interest and approval will encourage the child to work for a longer period of time.

Children respond much better to positive **verbal** suggestions rather than negative ones.

Physical guidance may be needed for the younger child such as taking his hand or picking him up.

An appreciative smile, a friendly touch and an encouraging glance all help in getting the child's cooperation.

The purpose of punishment is not to make the child suffer, but to teach him.

The child who is happy is usually cooperative.

Attitudes toward children are as important as actions.

Consistency and routine simplify guiding children's behavior.

Expecting the child to do the right thing helps him to develop good behavior habits.

Positive attitudes and statements should be used when working with children.

It takes time for children to learn.

Children's actions depend largely on how they are guided.

There is skill connected with managing children.

There are many ways of requesting children to do things.

A request will usually be accepted if given in a pleasant manner.

A child should be permitted to make some of his own decisions.

A child may resent receiving requests or authority from a teen-ager.

There is usually a cause for children's crying which may generally be classified as:

Anger
Disobedience
Jealousy
Fear

WAYS WITH CHILDREN **Source: Children Can Be Fun, Penn. State Univ.**

By nature children are neither good nor bad. Whey they are young they have to learn which are the best ways to act. There are some methods you can use to help you when working with children, to get them to do what you think they should. If you remember and practice these ways with children you'll find them helpful.

When Speaking to a Child

Call him by name, instead of "honey" or "little boy."
Speak slowly.
Speak distinctly.
Use simple short sentences.
Get a child's attention before you give directions.
Tell a child what you want him to do rather then what you don't want him to do. For example, "Roll the ball in the house" instead of "Don't throw the ball in the house."
Don't ask a question unless you really mean it that way. Say "It's time to wash your hands," instead of "Do you want to wash your hands?" or "Let's wash our hands."
Speak in a natural tone, not a loud voice.
As often as possible, get down on a low stool or the floor so you can look into the child's eyes when you talk to him.
Always answer questions simply and truthfully as you can.

Children Often Need Help

Sometimes children don't understand what you **want.** When this happens, you could:
  Say it a different way.
  Show him what you want.
  Take him by the hand and help him.

When children are busy, they don't like to stop what they are doing. You may:
  Help him finish.
  Help him find a stopping place.

Some jobs are too hard for young children.
You can help children plan what to do.
You can help a child see the relationship between what he does and the results. This helps him see the natural consequences of his acts.
Condemn the deed and not the child, for the act may be bad. But that doesn't make a wholly bad child. For example, use this, "That is a bad thing to do," and not this, "You are a bad boy."
Expect the child to do the right thing.
It is **cruel** to say to a child, "If you do that, I won't like you."
Using fear, nagging, blame, or threats with a child is not a good practice.
Try to look ahead and see what a child is going to do. This will help you guide him. It will avoid the need for scolding or punishing.
By being courteous to children, you will teach them courtesv. This is better than telling them to say "thank you" and "please." They learn from your example.
Leave a child as free as you can to play the way he wants. Interfere only when you must. About the only times you would need to interfere are when a child is going to hurt himself, break his toys, or hurt another child.

If you are directing the child in routine, take a more active part. You will be the one responsible to see that hands are washed, shoes are tied, and the job is done. Do it in a happy way. Try to understand how the child thinks and feels.

Learning Experiences

Knowledge:

Study references and write a definition of the following terms in your own words:

- discipline
- punishment
- guidance

Have a committee study these definitions and then present a simple definition of each term for class use.

Individually, list all the suggestions that you can find in the references that will help you as a baby-sitter in gaining the cooperation of the child. Divide into groups of 3 or 4 and compare your list with the lists of members of your group. Make up one list to give to the teacher who will have the suggestions dittoed and handed out in class.

Write a problem you have encountered in working or living with children. (To be used in other learning experiences.)

Using available references, list reasons why discipline is necessary for the child's growth and welfare.

Interview parents to get their views and ideas about the baby-sitter's responsibility in disciplining the child. Share with class.

After studying references, listening to teacher's lecture and considering you own experiences, list all the kinds of punishment that are used on the child in baby-sitting. Place these in categories of physical, isolation, and deprivation. Read to find out what the child development specialists have to say about these kinds of punishments. (How do they affect the child? How effective are they? What punishment is suitable for what ages?)

Comprehension:

List desirable ways to handle a child between 2 and 3 whose natural response is "No!"

Make up some general rules that would help a baby-sitter in getting children to mind, such as:

- Assume that the child will behave well or be good
- Be firm but kind
- Be patient and good-natured
- Sympathize with the child's point of view
- Do not nag
- Avoid bribes and punishments
- Never frighten a child with bogies
- Be a good model to imitate
- Find out the cause of being "bad" or naughty

Discuss the following questions:

Do you think that big brother or sister or babysitters should use physical punishment with children under their care?

When you were small, would you have thought it fair if an older boy or girl had slapped you or used other physical force? Why?

Does slapping lead to worse emotional upsets, instead of improving the situation?

Have a buzz session to bring out behavior problems that the students have encountered in their contact with children. Read references to determine what is recommended by the specialists. How does this suggestion compare with what was done?

Application:

Working in groups of 2 or 3, read a case study of a problem involving a child. Tell how you would solve the problem if it came up when you were baby-sitting. (Other class members could evaluate your answer.) (See Appendix C.)

Make up a list of phrases to say to a child to get him to do the right things. Try them out with children and report your success to the class.

Make a list of 20 statements beginning with "Don't" that are commonly used in dealing with pre-school children. Then match it with 20 statements saying the same thing in positive terms. Try to use these positive statements in your baby-sitting or at home. Report your success.

Have a contest called "Accentuate the Positive." Select a leader. Rest of the class lines up. Leader reads a statement used with children beginning with "Don't." Each student in turn gives acceptable "positive translation." If he misses it, he drops out. Continue until the "top three positive experts" remain.

Analysis:

Act out the part of a child eating his lunch in a way approved by the baby-sitter. Then act out the part of a child eating lunch with the baby-sitter disapproving of some of his actions. How does the child react to approval? to disapproval? How do you feel and what do you do when your parents show disapproval?

Keep track of all the directions you or another baby-sitter or a parent use when taking care of a child. Try to write down the exact words that are used. Bring the information to class and working in groups, study each statement and tell what was good or bad about it. How would you change it and why?

For a week, keep track of situations that made you feel cooperative and those that made you feel uncooperative. Include why you felt this way. What could have been done to make you feel cooperative? How does this relate to getting children to "mind" you?

Someone has said that we need to fit the discipline to the needs and age level of the child. Study the following situation and tell how you would handle the child if she were a toddler. How would you handle the situation if the child were 5 years old? Expalin your answers.

You are taking care of Judie and she is playing in her room while you are reading a comic book. You realize that you haven't checked up on her for awhile. When you go into her room, she is drawing a "picture" on the wall with crayons.

List the different kinds of punishment that are used by baby-sitters. What does each one do for the child? To the baby sitter? How effective do you think the punishment is? This could be answered in chart form:

Kind of punishment	What this may do for child	What this may do for the sitter	How effective is it?

Discuss: What are some positive ways to get a child to mind you? What are some negative ways? How would these methods make you feel if they were used on you?

Synthesis:

Have a circle discussion (see appendix). Teacher presents common behavior problems in baby-sitting to the group. Each student offers a suggestion for a solution to the problem.

Write a paper relating to discipline in baby-sitting titled, "A Little Bit of Sugar Helps the Medicine Go Down."

Evaluation:

Keep a diary of your baby-sitting experiences. Put in one column what happened and in another column your comments which should show what you have learned about handling children. Example:

Betty's Diary

What Happened:

Judy, a 2 year old cried when her mother left her and ran screaming to the door. She kicked me when I tried to pull her away from the door. I felt like kicking her back, but I didn't. I just said, "Your mother's gone so you might as well stop crying. You're a naughty girl too, for kicking me," and then I sat down and tried to read my book.

Comments:

It is natural for a 2½ year old child to cry when left with a stranger. In their fear and anxiety they tend to lash out at anything in their way. It would have been wise to arrive a few minutes early to get acquainted. The sitter can encourage the child with a friendly pat or a smile or just pick up a picture book or perhaps an interesting no-cost item would help to distract the child. The child would be reassured by saying, "Your mamma will be back soon."

Compare with other members of the class your experiences in dealing with behavior problems while baby-sitting. Be critical of the way you handled the behavior problems by asking the following questions:

Did I deal with the situation in the best way?
What would I do differently in a similiar situation?

Other class members can evaluate your techniques.

Generalization V: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential. (III_5)

Sub-Generalization A: Play helps to develop children mentally, physically, emotionally, and socially.

Desired Outcomes:

1. Understands that play is important to children.
2. Develops the ability to entertain a child.

References:

Barclay, Teen Guide to Homemaking. pp. 406-411.
Childhood Ed., Play--Children's Business.
Children's Bureau, Infant Care. pp. 41-42.
Children's Bureau, Your Child from One to Six. pp. 14, 75-88.
Clayton, Young Living. p. 64.
Field Enterprises, Childcraft.
Fleck, Exploring Home and Family Living. Ch. 25.
Hatcher, Adventuring in Home Living, Book I. pp. 456, 459-63, 466-68, 490-94.
Hymes, The Child under Six. Ch. 22.
Jones, Junior Homemaking. pp. 154-160.
Lewis, Fun with the Kids.
McDermott, Homemaking for Teenagers. pp. 45, 50-61.
New Mexico Ex., Homemade Toys.
Pollard, Experiences in Homemaking. pp. 30-31.

Background Information:

What is play?
1. Activity either mental or physical
2. Voluntarily entered into
3. All-absorbing
4. Gives pleasure (It's fun!)
5. Not concerned with end result

Values of play to the child:
1. Physical
2. Therapeutic
3. Educational
4. Social
5. Moral

Therapeutic Values:
1. Express emotions in socially accepted ways
2. Identify with characters
3. Active physical play
4. Outlets for agression
5. Solve problems
6. Play therapy

Types of Play:
1. Free spontaneous play
2. Dramatic play
3. Daydreaming
4. Constructive play
5. Music
6. Collecting
7. Games and sports
8. Reading
9. Movies, radio, TV

Play Materials:
1. Blocks
2. Water
3. Clay
4. Finger paints
5. Graphic materials
7. Dramatic play materials
8. Toys
9. Play equipment
10. Music

Children's play experiences are usually one of the following kinds: (1) free play, (2) supervised play, and (3) dramatized play.

Every child needs a place to play.

Stories are suitable to the child if they are:
short
simply worded
told in good English
picture familiar things
pleasant

To tell a story effectively:
use a simple language
use expression and emphasis
be familiar with the story
be sure all can hear

As long as a child is engaged profitably, he should be allowed to play in his own way.

Children of different ages have different play interests.

Children enjoy a variety of play materials. They should be safe, durable, appropriate and stimulating.

Inexpensive and simple toys are often good toys.

Play materials that occupy children the longest are those with which they can do the most with.

Educational values of play:
    Learns size, shapes, texture, colors
    Skills developed
    Explores, reads, collects
    Increases motivation to learn
    Broadens information
    Experiments and tests abilities
    Plays many roles

Social values of play
    Learns how to establish social relations with others
    Learns give and take
    Learns how to get along

Moral values of play
    Learns right and wrong
    Must be fair, good sport, honest, self-controlled
    Playmates less tolerant, so learns to "toe the mark" more readily

Physical values of play
    Motor coordination and skills
    Outlet for energies
    Growth and strengthening of muscles

What play means to children
    A chance to experiment
    To make friends with children
    Learn how to live with a group
    Respect other's rights
    An opportunity to create
    Helps to develop their bodies and minds
    A chance to express their feelings
    Take hard knocks
    Learn about other's feelings
    Gain a sense of achievement
    To widen horizons

Play is vital to achieve the fullest and happiest potential of each child's personality.

The following categories indicate some general characteristics of children's play at certain age levels.

1. Solitary or individual play (Infant). Each child occupies himself with his own activities.

2. Parallel play (Toddler to 2 years). Each child although apparently playing quite by himself usually plays at the same type of game that occupies the other children of the group. A favorite game at two years is digging in sand or dirt. One child fills his pail, carries it a short distance and empties it. Another child, who has been digging only, adopts the idea of filling the pail, and fills his pail, carries and empties it. There has been no exchange of words, but simply an exchange of ideas.

3. Cooperative play (3 to 4 years). Parallel play leads to cooperative play which is sometimes of but brief nature. Greater socialization may come when two children build a mound of sand together or when, as the child gains more experience with other children, there are more exchanges of ideas.

4. Shifting group play (4 to 5 years). For the more experienced child this may start as early as 3 years of age. Rand, Sweeney and Vincent state "Under this arrangement a fairly loosely organized game may grow up, lasting throughout a whole morning or even for several days, embracing the activity of a number of children, but depending upon the presence of no particular child. For example, child A may say, 'Let's play store' and child B and child C like the idea and join with A to build walls and counters with blocks. D may appear, watch for a moment, and having learned what is happening, begins to carry blocks. The project is so loosely organized that his appearance causes no confusion, nor is the absence of B felt when he drops away to play for a time with his kiddie car. Child E may join the game, and A and C may go off on some individual project, leaving the game intact with D and E but with none of the original children. Later B may return. The game goes on with one child or with several, each individual coming or going at will. This type of game is typical when children are getting their first practice at socialized play yet still feel the charm of solitary play in which they can execute their own ideas in their own way."

5. Well-organized play (6 on up). Cooperation in a group project. Sometimes the children work in a leader-followership relationship, although this relationship is not always present.

Children need guidance in their play if they are to develop through it.

Some play activities must be restricted because of the danger involved.

There are essentials for play: Surplus energy, time, equipment, space for play, knowledge of how to play, and playmates.

Play is serious; it is a child's work.
He learns through play.
He learns most effectively when he is free to make his own mistakes, discoveries, decisions, and solve his own problems.

WHAT KINDS OF TOYS SHALL WE OFFER CHILDREN?

(Taken from: "Play--Children's Business" Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.)

The infant newly arrived and ready to be introduced to the world needs toys that attract the eye, tickle the ear and **tempt the reaching muscles:**

strings of colored plastic beads
spools or large buttons
small bells on string to hang from crib
rattles
large plastic rings
floating bath toys

The sitter-upper has strengthening eyes and muscles that urge him to get better acquainted with his new world. His toys must be sanitary, smooth, non-toxic, durable and without small detachable parts to get into throat, nose, or ears. A safe place to explore his toys is imperative. The sitter-upper needs toys that appeal to the **senses** and muscles:

soft toys for throwing
light plastic blocks
washable unbreakable doll
tinkling bells, musical rattle
tissue paper for rattling or tearing
squeaky toy animal
floating bath animals
nests of hollow blocks or boxes to pull apart and put together
empty containers with removable lids to take off and put on
toys in boxes or baskets for putting-in and taking-out

The toddler experiments continually to see what he can do with his newly-discovered muscles and to find out how things work. His toys must be sturdy and of simple construction--toys that can be taken apart, put together, dragged and pushed about. A variety of toys is desirable, but very few should be available at a time. The toddler needs toys that challenge growing powers:

large, soft ball to push, lie or roll over
large colored nesting blocks (with rope handles in the side) to serve for piling up, for seats to sit on, for boxes to put things in, for conveyors for dragging
cartons or wooden boxes (without nails or splinters) to climb upon or into; hollow barrel to crawl through
plank, slightly raised at one or both ends, to walk on, bounce on and jump off of
large hollow blocks and small floor blocks to carry and pile up
large crayons for marking
cuddly toy animals
sand pile with bucket, scoop and other sand toys
wagon or truck to ride in
small rocking horse
toys for reliving what has been enjoyed in real life, such as household articles, plastic dishes, plastic garden tools, autos, planes, doll, stroller, telephone, small chair
linen picture books
books with simple stories and nursery rhymes, jingles
scrapbooks

The two-year-old with increasing motor independence is perpetually on the move, rapidly gaining strength which he must test. He is involved in all kinds of exploratory pursuits to satisfy his wide-open curiosity. The two-year-old needs:

Toys for building large muscles:
steps for climbing
barrel to climb through and roll over
Kiddie Kar
push-and-pull toys
Large hollow blocks to carry and pile up
large balls

Toys for stretching the mind:
put-together-train, truck, boat, or other similar toy
easy wooden inlay puzzles designed for this age
nest of blocks
color cone
large wooden beads (colored)
peg board with colored pegs
linen picture books
books with nursery rhymes and simple stories

Toys for pretending:
housekeeping equipment
washable unbreakable doll
cuddly toy animals
costume box with such simple properties as hat, purse, tie
ride-a-stick horse

Toys for releasing feelings:
large crayons
brush painting materials including large brush and large paper
materials for hand painting, mud-pie making
clay modeling
sand and sand toys
rocking chair
small rocking horse
mallet and wooden pegs
tom tom, bells
marimba, music box

The threes-fours-fives are beginning to control fine muscles while the large ones are still growing. Children are showing interest in people other than themselves and are beginning to reach out to the world beyond the home. The threes-fours-fives need:

Toys, games and apparatus for strengthening large muscles:

climbing tower, turning bars,
  crawling-through apparatus
wagon (large enough to hold a child),
  tricycle (of correct size)
bouncing horse
push-and-pull toys for younger children
jump ropes for older children
large balls
paddle with ball attached
bean bags
simple throwing games
simple rolling games
ten pins
large hollow blocks
mallet with peg set for younger children,
  work bench with real tools for older
  children

Toys that streach the mind:

lock with key
magnet
aquarium, terrarium
water play toys, bubble set
inlay puzzles, matching picture games
view master with slides, filmstrips
globes for older children
books with simple stories, poems, jingles,
  nursery rhymes
picture books

Toys for pretending:

crayons
painting materials with large brush
  and paper
hand-painting materials
blunt scissors and paste
clay
hammer, nails and soft wood
large wooden beads for younger
  children, smaller beads for
  older ones
sand and sand toys
wading or swimming pool
rocking chair
cuddly toy animals
puppets (stick and hand)
musical top, music box, record player
percussion instruments such as: tom tom,
  bells, triangle, finger cymbals, gourd
  tone block

The sixes-sevens-eights have gained fairly good control of small muscles and can coordinate hand and eye to an increasing degree. The world is an interesting place for them and they are willing to attempt almost anything. The sixes-sevens-eights need:

Toys, games and apparatus for strengthening the muscles and developing skills:

trapeze, horizontal ladder
climbing apparatus (knotted rope,
  rope ladder, climbing tower)
tumbling mat
tire swing
punching bag
balls, bean bag games, ring toss games
jump ropes, hoops, marbles, pogo stick,
  kite
bicycle, wagon, sled, skates
swimming accessories such as life jackets,
  inflatable animals for water play
garden tools and seed packets

Toys and games for stretching the mind:

magnets, thermometer, magnifying glass,
  soap bubble set, balloons
clock dial, abacus, cash register,
  weighing scales, number games
anagrams, lotto, alphabet sets,
  printing sets, typewriter, puzzles,
  including many inlay puzzles
checkers, parchesi
view master, slides; films, filmstrips
globe of the world
chalk board, flannel board
books: some to read, some for being read
  to (poetry and stories)

Toys for make-believe:

playhouse easily converted into store,
  school, theater, club room
costumes for "dressing-up"
doll house, doll furniture
boy and girl dolls
dolls from other parts of the world
transportation toys: boats, trains,
  planes, dump truck, tractors
toy circus
puppets

Toys to satisfy that urge to create and to express feelings:

crayons, paint, colored chalk to use on paper
materials for paper sculpture, clay
sewing kit including cloth for making doll clothes, tape measure
simple weaving materials
work bench with real tools
construction sets, design blocks
melody bells, resonator bells
marimba, xylophone
percussion instruments
record player

The nines-tens-elevens are always on the move, avid for exploring and discovering. Gangs and clubs are very important to them. Boys have little use for girls or "sissy" things; but girls often enjoy boy stories, toys and games. The nines-tens-elevens need:

Materials for developing teamwork and for contributing to "club" interests:

baseball, bat, gloves
basketball equipment
football
tennis ball and racquet
badminton set
table tennis set
croquet set
shuffleboard
gardening tools
camping equipment
beach and water balls

Games and apparatus for maintaining muscle tone and for perfecting skills:

trapeze, horizontal ladder, rings
climbing rope
tether ball, boxing gloves
dodgeball
bicycle, skates (roller and ice)
skis, sled
jump rope

Learning Experiences

Knowledge:

Study available references (teacher may present appropriate lecture and/or dittoed materials to supplement) in order to answer the following questions:

1. List the different kinds and types of play and briefly explain each one.
2. What does play do for the child? Or, Why is play important to the child?

Bring a game or song to class suitable for entertaining a child. Demonstrate to class telling them at what age it is appropriate.

Working in groups, list and explain simple games children enjoy.

Plan and prepare bulletin boards or exhibit showing suitable toys for different age levels:

Infant
Toddler
2 - 3
4 - 5
6 - 7

Invite a children's librarian to demonstrate how to tell a story to a 2½ year old, a 3 year old, and a 5 year old. Ask her to bring some recommended books along to show the class and explain why they are recommended. Ask her what your community library has to offer children.

Study a good exhibit of books and stories that the teacher has brought to class in order to determine what makes a suitable book or story for children. Jot down your points in list form. Study references relating to desirable characteristics of books and stories for children. Add to your list, if needed.

Have a "brain-storming" session to name some simple no-cost activities that you could suggest to the child if he seems bored with his play materials and activities. (Blowing bubbles, finger plays, guessing games, etc.) Assign two recorders to keep track of the ideas.

Observe a child play with an ordinary household item. Report to the class what the child did with it, and what it became.

Comprehension:

Working in groups, devise a check list or rating sheet for judging books and stories for children. (Use background information.)

Listen to the teacher or children's librarian tell a child's story. After the story, jot down as many "pointers" as you can that would help you to make a story interesting to a child. Compare notes with each other and then set up criteria for telling a story effectively.

Observe a child or children at play. Describe what they are doing. What approximate ages were they and what level of play was in evidence? (Parallel, cooperative, etc.)

Demonstrate to the class how you would show a picture book or illustrations in a magazine to a toddler.

Discuss the role of the baby-sitter in guiding the play of small children such as:

1. Provide physical guidance where needed such as:
   holding hand of child who goes down slide for first time.
2. Give positive verbal guidance such as "Good drivers look out for people," and "Use two hands to climb."
3. Give indirect guidance such as:
   providing safe and suitable play materials and space,
   providing opportunities for social play with other children,
   dressing children suitably for play.

Bring to class suitable household items that could be used in children's play. Name some household items that are unsafe when used as toys. Explain reasons.

Application

After studying references relating to criteria for suitable toys at different age levels, devise a check list for rating toys and indicate suitable ages also. (See Appendix D.)

Have a contest to see who can tell the best story for pre-schoolers. Class members and teacher judge and vote for the best three or four, using the criteria set up in group work. (Limit stories to three or four minutes.) Use your imagination, visual aids, etc. to make them "alive" and more interesting. The "winners" can tell their stories at the "Story-Time" Party.

Have a "Story-Time" Party during the class period and invite five or six pre-school children. Plan on telling three or four stories and serving light refreshments to the children. The stories could be interspersed with simple fingerplays for activity. Keep the party simple. Some students might decorate the room with story-book characters. Those who are not telling stories can observe the reactions of the children and report on strengths and weaknesses of the presentations.

Make up some clay-dough and finger-paint (See Appendix E) and let the class have the experience of using. Compare your reactions. Take some home and present to a child. Report child's responses. (Be sure to get mother's permission and help the child to use it in a suitable place.)

Observe or assist in taking care of children at a PTA meeting (or other meeting.) Report on the children's play.

Visit a toy shop or toy department where each student is responsible for "selecting" a toy for a child of a given age for a particular purpose. Describe the toy and the cost and why you think it fulfills the purpose--also rate the toy according to a check list.

Arrange an exhibit of household objects suitable and enjoyable for young children to play with.

Participate in a play school that is directed by the high school students by choosing one of the following activities:

1. Telling a short story to a few children
2. Teaching the children a simple finger play
3. Observing to see what toys or activities seem to be the most popular with the children. (Try to analyze why.)

Report on your experiences to the class.

Analysis

Tell what stories or nursery rhymes you enjoyed as a child. Why do you think you enjoyed them. Share your analysis with class members.

Divide into small groups and study the points listed under the five categories relating to values of play. (See Background Information)
Physical
Therapeutic
Etc.
Name a specific play activity that comes under each value.

From observation of small children determine what games are favorites with them.
"Here we go round the mulberry bush"
"Drop the handkerchief"
"London bridge is falling down"
"Hide and seek"
"Hide the button"
Try to find out if children still play these games by making a limited survey in your neighborhood. Report and discuss your findings.

Synthesis

Write as many general statements or rules that you can think of relating to choosing children's books. Do the same relating to story-telling. Devise one "master" list of generalizations from all your ideas.

Assign class members to report on different types of observations relating to children's play. Each student should complete his assignment and report his findings in a special class period set aside for this activity. To give uniformity to the assignment the following structure might be utilized by the students in presenting their information to the class.

1. Tell what you did (your assignment)
2. Play materials used by the child
3. Kind of play (free, supervised, or dramatic?)
4. Child's reactions or responses
5. What were the values to the child? How did it help him?

Choose an observation from one of the following:
--Write an original story or poem for a pre-school child. Tell it to him and report the child's response and other information asked for.

--Make an illustrated scrapbook of "feel" pictures. Use different kinds of material such as satin, fur, velvet, rubber, sandpaper, feather, and so on. Show it to a child, explaining it in simple language. Report to the class.

--Take an empty cardboard box (the bigger the better) to your next baby-sitting job with you (or give to any child that you can observe), observe how the child used it. Report to the class.

--Give an old hat, pants and men's shoes to a small boy to play with. Report what the child did with them.

--Give a small girl an old hat, clothes and high-heeled shoes--observe and report what the child did with them.

--Observe children (boys and girls) at doll play. How do they behave when they pretend they are mothers and fathers. Report information to class.

--Tell a story to a child or children when baby-sitting. Report results to the class.

Evaluation

Bring one or two toys from your home or from a friend's home. Using a check list for toys, rate the toys as excellent, good, fair, and poor. Be able to defend your judgments.

Bring children's books to class and place on display. Evaluate them as suitable or unsuitable for children according to standards set up in class. Give reasons for your ratings.

Summary

Summarize the findings from your observations by working in groups. (See synthesis learning experiences.) Some questions that could be discussed are:

What does this tell us about children's play?

Write as many general statements as you can about children's play.

What do you know about "entertaining" children?

Generalization VI: Families and Communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith. (III 26)

Sub-Generalization A: A better job can be done by the teenager when there is an understanding between the parents and the baby-sitter concerning responsibilities.

Desired Outcomes:

1. Becomes better able to work with parents.
2. Realizes the responsibilities involved in caring for children.

References:

Barclay, Teen Guide to Homemaking. pp. 397-406, 411-12.
Children Can Be Fun. pp. 4-5.
Flander, Baby-sitter's Handbook. Ch. 2, 3, 5, 6.
Hatcher, Adventuring in Home Living, Book I. pp. 449-452, 462-466.
Hurlock, Child Growth and Development. Introduction.
Jones, Junior Homemaking. pp. 146-148, 152, 160-163, 164-167.
McDermott, Homemaking for Teen-Agers. pp. 12-49.
Pollard, Experiences in Homemaking. pp. 20-21, 25-29, 35-37.
Sheely, Learning About Children. Ch. 3.

Background Information:

Children need love and attention at all times, but particularly when their parents leave, for deep down they may fear their parents might not come back. They look to the sitter for comfort, assurance, and love.

Consider the whole child. He needs "psychological vitamins" (love, affection, tenderness, patience and understanding) as well as chemical vitamins.

It is not the baby-sitters job to improve the behavior of the children, but rather to help them be happy.

A baby or child develops a sense of trust by having his basic needs met. The sitter is responsible for helping to meet these physical and psychological needs. The following are part of the child's basic needs:

1. feeding the child
2. keeping the child safe
3. keeping the child reasonably clean and warm or cool, depending on weather
4. helping to maintain sleep routines
5. giving the child affection, understanding, patience, and acceptance
6. getting along with the child or children

A sitter has two definite duties in taking care of children; (1) keep the child happy and (2) keep the child safe.

While most parents wish you would "feel at home" where you are sitting, they hope you will not take advantage of the privilege. A baby-sitter's code or a list of rules or standards will assist you along this line in your job. For example:

Be prompt in arriving for your job.
Alertness and vigilance will keep the child safe and away from harm.
Be cool and collected in emergencies.
You must use your imagination and be resourceful to keep the child happy.

Supplies and equipment should be where you can find them.
Information in writing is an aid with routines and in emergencies.
Take telephone messages carefully.
Telephone conversations with your friends should be avoided or short.
Every child needs understanding and loving guidance.
Reliability and dependability are important qualities of a baby sitter.
Safety and welfare of the child is your responsibility while parents are away.

Comfortable, happy children need someone they like and trust to look after them.
Obtain information such as time of your arrival and departure, and the address and phone number for your parents.
Dress neatly and be well-groomed.
Entertaining friends while baby sitting is not recommended.
(From: "Exploring Home and Family Living, Fleck, Fernandez, Munves, p. 255.)

In getting along with different kinds of parents, it will help you if you have certain rules of your own such as those listed in the government publication, When Teenagers Take Care of Children.

Put instructions in writing
Be clear about money matters
Don't monopolize the telephone
Frankness is the best policy
Don't be afraid to own up to your own mistakes
If you don't know, ask
Be clear about added duties
Be responsible; be polite

A baby develops a sense of trust by having his basic needs met:

1. If a baby is allowed to help pick his own times for nursing, he will gradually ease himself into a regular schedule.

2. A baby's nourishment comes first in importance -- for feeding him not only keeps him alive and helps him to grow, but it helps him develop this sense of trust.

3. Whoever takes care of a baby needs to see that he gets enough food of the right kind, that he gets it when he needs it, and that he finds taking food enjoyable.

4. Some precautions to observe in giving a baby a bottle are as follows:

   -- Test temperature of milk by letting a few drops of milk trickle from the nipple onto the inner side of your wrist. It should feel warm, not hot.

   -- Avoid getting germs on nipple. Do not touch any part of the nipple which will go into baby's mouth.

   -- Always keep the bottle tipped so that the nipple is full of milk while the baby is nursing. Otherwise, he may suck air instead of milk into his stomach.

   -- Occasionally lift baby and pat his back to help any air he has swallowed to come up. If you don't "bubble" a baby, he may not get enough milk because the air in his stomach gives him a sense of fullness.

   -- Watch the baby to see if he is getting enough milk. Occasionally, a nipple gets clogged and a fresh nipple needs to be substituted.

   -- Avoid forcing a baby to take more than he wants. Spitting up or vomiting may be a sign of overfeeding.

   -- Gradually foods other than milk are added to the baby's diet.

      Cereals
      Cod liver oil or other forms of Vitamin D
      Orange juice for Vitamin C or other
         forms of Vitamin C
      Fruits (strained applesauce or apricots
         or mashed bananas)

Vegetables (strained)
Eggs, meat, fish

Babies differ in the amount of sleep they need.

1. A baby has to be helped to set up a rhythm of sleep and waking.

2. Many babies prefer to sleep on their stomachs. This is safe if baby has a firm flat mattress. which he can move his head from side to side easily. Avoid using feather pillows on which baby may smother.

3. Avoid **exciting** babies before bedtime with play. A quiet mood helps a baby to sleep.

Bath time is not only a time for keeping a baby's skin fresh and clean; it is also a time for playing with a baby, talking to him, and a time to give him some exercise.

Keeping a baby safe is the sitter's first responsibility:

1. To prevent suffocation
   Make sure that within the baby's reach there is nothing that might interfere with it's breathing. Feather pillows should never be used. Plastic cleaning bags are another danger. Static electricity may cause this filmy substance to cling lightly to the face of a new-born child, blocking its nose and mouth and suffocating it rapidly. Put baby to sleep on hard pillow or no pillow at all. A firm mattress is best.
   Food is another cause of suffocation. A baby may suffocate if left alone to suck his bottle. Children can strangle if they get too much air in their stomachs. Learn to hold the bottle and baby correctly and when to burp him.

2. To prevent infection
   Wash hands before handling baby. Avoid touching part of nipple that goes into baby's mouth.

3. To prevent choking
   Feed only sieved food to small babies. Give dry bread to baby only when he is sitting up.

4. To prevent burns
   Place hot liquids where baby cannot reach them. Test temperature of bath with elbow to be sure it is warm, not hot.
   Avoid sunburn. Lay young baby with feet away from sun and head slightly raised. Expose baby to sun only for a few minutes, especially if baby is fair.

5. To prevent poisoning
   Keep all medicines and poisons out of baby's reach.

6. To prevent accidents
   Never leave baby alone in the house. Never leave baby in the care of small children. Never leave baby alone in the bathtub.
   Keep small articles a baby might choke on (beads, coins, peas) out of his way, especially when he is creeping.
   Put creeping baby in a playpen if you have to leave the room.
   Turn handles of cooking utensils away from front of stove.
   Avoid tablecloths that hang over the table edge. Hot foods or a pot of scalding hot coffee can be pulled off along with the tablecloth.
   Remind older children to keep scissors, knives, pencils and other objects that might injure him out of baby's reach.
   Never put articles on the stairs. You might trip on them and fall while carrying the baby.
   (From: Baby Sitting & Child Care, Nevada State Division of Vocational Education.)

LEARNING EXPERIENCES

Knowledge:

Collect newspapers articles (or reports known by members of the class about children's accidents. Discuss how these accidents might have been prevented.

Invite two mothers to bring their young babies to class to demonstrate and discuss physical care that a baby needs, such as bathing, dressing and feeding. Divide into two groups and have the mothers demonstrate at opposite ends of the classroom. (One mother could show bathing and dressing techniques while the other one could show and discuss feeding care.) Arrange it so the groups will take turns observing the demonstrations. The next lesson period, study the references relating to physical care of the baby and jot down questions you still have on the topic. Discuss.

Arrange to have a panel of mothers and fathers of small children and baby-sitters to discuss the topic, "What parents and sitters expect of each other." Assign two recorders to jot down the main ideas that are presented.

OR

Interview two or three parents to find out "What parents expect of the baby-sitter." Share your findings with the class. (See appendix F)

View the film, "Baby's Day at Forty-eight Weeks," and divide into groups and assign each group to report on one aspect of physical care that was brought out in the film as it relates to baby-sitting. (feeding, sleeping, playing, elimination, safety, etc.)

Make up a list of all the possible hazards in the home that the baby-sitter should be aware of in order to keep the child safe. (Use references)

Comprehension:

Discuss the following:

Why is it easier to keep a child out of trouble by keeping him busy and interested in something harmless, than it is to threaten him with punishments or to promise him rewards for being good? In cases where safety is involved, why is it sometimes necessary to use force, and then follow it up with a change of activity?

View the film, "The Baby Sitter" and jot down the responsibilities of a sitter that the film brings out. Compare your list with the other class members.

Discuss what the baby-sitter can do to help the child get his "psychological vitamins" as well as his chemical vitamins.

After studying references on first aid have a contest called "What would you do if ________________?" Divide into two groups. Take turns answering questions about safety in baby sitting such as:

What would you do if:
______ A child cuts his finger on a can?
______ The child falls off his trike on the sidewalk and gets a big bump on his head?
______ The child burns his hand on a hot pan?
______ The child starts to choke on a piece of apple?
______ The child has a piece of dirt in his eye?
______ Develops a stomach ache?
______ Gets something in his eye?
______ Gets bitten by a dog?
______ Chokes on a marble?
______ Appears to have swallowed at least 8 aspirins?
______ Starts to have a fit (convulsion)?
______ Etc.

Application:

Make bulletin boards (working in groups) titled "Handy Hints on Feeding Children" for the following age levels:

Infant
Toddler
2 year olds
3-4 year olds

Ask permission to put the best one up (have a vote) in the hall display case.

Prepare a bulletin board to show what is meant by "psychological vitamins" as it relates to your job as a baby-sitter.

Analysis:

Observe a child at mealtime. Note:
his age
what he eats
his likes and dislikes
how he seems to feel
how long it takes him to eat
Share your findings with the class. Write a paragraph on "How this observation will help me in feeding a child in my baby-sitting work."

Synthesis:

After studying and discussing references on feeding the child, devise a sheet titled, "Handy Hints on Feeding Children". Have enough dittoed so that you can leave one at the homes where you baby-sit.

In groups of 3 or 4, decide what information you will need to get from parents when you baby-sit their children. Write down in list form. Compare your list with the references on this topic that you have in class. What did you have on your list that was not in the references? What did you not have on your list that was in the references? Add to your list if you left out some important points. Take the completed list and show it to 2 or 3 parents and ask them if they can think of anything else that should be added to your list, (or eliminated). Bring the suggestions back to class in writing and finish up your list so that it is practical and usable in your job. Plan on using it and report to the class on its use. (This is an evaluation, also.)

View one or more of the following filmstrips available from the State Division of Vocational Education and write a paragraph on "Ideas from the filmstrip "________________" that I can use in my baby-sitting jobs.

Safety Is Up To You
Off To A Good Start
The ABC's Of Baby Feeding
Keeping Children Safe

Evaluation:

Consider the following situations in buzz-sessions. For each situation write down 3 or 4 responses that in real life a baby-sitter might say or do. Then trade papers with another group and evaluate or judge the answers they give and decide which response is the best one and explain why you feel it is desirable. Also give reasons why you didn't pick the other responses. If you feel none of the responses are good, make up one that you think would be better. (Write down the exact words that a baby-sitter might say.)

> Jerry, age 5, has found an ice pick in the kitchen drawer and is running around waving it as a spear, and is telling an imaginary enemy he is going to kill him.
>
> Billy, age 4, is going out the back door with a handful of matches and seeing you look at him says, quickly, "I wet all the tops good so they won't burn -- my mother lets me do it."

Susan, age 8, is just learning to sew by hand and is making her doll a dress. She is using straight pins and puts two or three in her mouth as she is taking them out of the hem of her doll dress.

Betty, two years old, is toddling around the living room, and has found an outlet where the floor lamp is plugged in. She is having fun trying to push it in and out, and occasionally putting it in her mouth to see how it tastes.

Summary:

Have a circle discussion to summarize what you have learned about:

1. working with parents
2. responsibilities of the baby-sitter in taking care of children.

Unit summary:

The following evaluation device from the Wyoming Guide (1954) in Child Development could be used to summerize this unit.

SUGGESTED EVALUATION DEVICE

I. Check the habits and attitudes you think are desirable ones for baby-sitters.

_____ 1. It doesn't make any difference whether you like children or not
_____ 2. Don't make any effort to arrive on time
_____ 3. It is desirable to have an understanding about how long you will be expected to stay before you agree to baby-sit
_____ 4. Don't mention rate of pay until you are ready to go home
_____ 5. At night always lock the door as the parents leave
_____ 6. Invite some friends in for a party
_____ 7. Be sure to write down phone numbers - family doctor's and where to reach parents
_____ 8. Don't use the phone for more than 3 minutes at a time
_____ 9. Cut out of magazines any pictures you want
_____10. Give the child anything he wants to eat
_____11. Eat only the things the lady of the house gave you permission to eat
_____12. Give the child only those things to eat which his mother suggested
_____13. It's important to be patient with children and to be cheerful
_____14. It makes no difference whether or not you set a good example for small children
_____15. In dressing a child, make sure he's comfortable and that his clothes are suitable for his activities
_____16. The baby-sitter should always do everything for the child - tie his shoes, pick up his toys, etc.
_____17. Let the child do any small tasks he is capable of doing
_____18. Let the child play vigorously right up until bedtime
_____19. Let the child stay up at night as long as he wants to

_____20. Let the child play with matches or sharp pointed articles like scissors and knives if he is careful
_____21. Look in on the child several times after he has gone to sleep
_____22. Get impatient with the child and leave
_____23. Discipline means just as much training a child in the right way to behave as it does punishing him for doing wrong

II. Place a check before the statements you think are the best solutions for the problems. There may be more than one correct answer.

A. If the parents of the child you are sitting with do not take you home (after dark), you should:

_____ 1. Walk home alone.
_____ 2. Call your parents to come for you
_____ 3. Go on the bus, walking alone to the bus stop and from the bus home

B. It is best to make arrangements about transportation:

_____ 1. Before you agree to baby sit.
_____ 2. After the parents come home

C. The best way to help a child form a desirable habit is to:

_____ 1. Make the results of the act satisfactory to the child
_____ 2. Point out all his mistakes in trying to form the habit
_____ 3. Have a long period of practice every day
_____ 4. Have a short period of practice every day
_____ 5. Praise him on his attempts to form the desired habit

D. How can a bad habit be broken?

_____ 1. Say "don't" to the child every time he practices the bad habit
_____ 2. Substitute a desirable activity for the undesirable activity.
_____ 3. Punish the child every time he practices the bad habit
_____ 4. Make the results of the desirable activity satisfactory to the child

E. Read the statements below concerning punishment for a child, then check ones that are correct.

_____ 1. Never punish the child for a misdeed, always prevent the wrong doing
_____ 2. Never punish the child while you are angry with him.
_____ 3. Punish the child as soon as possible after the misdeed is committed.
_____ 4. Have the punishment related to the misdeed so the child can see the connection between the misdeed and the punishment
_____ 5. Promise to tell the child's father on him

III. Place a check before the points which have to do with the right sort of play for children:

_____ 1. Constant play with older children.
_____ 2. Toys for investigating.
_____ 3. Playthings for imagining.
_____ 4. Expensive toys

_____ 5. Constant supervision by an older person.
_____ 6. Playthings for exercise.
_____ 7. Chiefly plays alone.
_____ 8. Toys for constructing.
_____ 9. Older child puts away toys for younger.
_____10. Toys for handling.
_____11. Never plays by self.
_____12. Toys or games that take cooperative effort of two or more.
_____13. Grown-ups may substitute good games for poor ones.
_____14. Don't let child play outdoors because he might get dirty.

IV. Place a check in front of the phrases which most correctly answer the question:

1. Johnny, age 3, has been playing by himself with his blocks and has been building a railroad station and train. The baby-sitter should:

_____ 1. Leave him alone to do as he is doing.
_____ 2. Make suggestions for improving the train.
_____ 3. Suggest he move away from the window before he breaks the glass with his blocks.

2. The baby sitter should do this because:

_____ 1. The child should be given as much freedom as possible.
_____ 2. He should learn to do each task better.
_____ 3. He should learn to have regard for the family property.

3. Jane age 4, wanted to undress herself to get ready for bed. A good baby-sitter would:

_____ 1. Let her do so.
_____ 2. Help her with the more difficult jobs such as unbuckling the sandals, but let Jane do the rest.
_____ 3. Would say, "No, you only have five minutes before you are supposed to be in bed."

4. The baby-sitter would follow this method because:

_____ 1. Jane should learn to do things for herself.
_____ 2. Jane still hasn't quite the muscle ability to do the more difficult things but should learn to do for herself.
_____ 3. Jane's rest is most important at her age.

5. Wilma is baby-sitting with Joyce, 4, while her folks are at a dinner party. Joyce's schedule is to eat supper at 5:30 and go to bed at 7:00. If Joyce is playing at 5:30, Wilma should:

_____ 1. Let her continue playing until she is through with her game.
_____ 2. Make her stop playing at once and eat.
_____ 3. Say, "All right, Joyce, you can have five more minutes, then you must come eat."

6. Wilma should do this because:

_____ 1. Joyce should be given as much freedom as possible
_____ 2. Keepin a child's routine is the important thing.
_____ 3. Keeping a routine is important but can be varied a little.

7. Joe has been getting into mischief all afternoon and you, as sitter, want him to behave. You should:

_____ 1. Tell him the policeman will come get him if he doesn't behave.
_____ 2. Say you will give him a piece of candy if he behaves for a half hour.
_____ 3. Suggest a game you can play together.

8. Your reason for doing this is:

_____ 1. Frightening a child is a good way of making him behave.
_____ 2. We all appreciate a reward for good behavior.
_____ 3. Joe is not sure you like him and playing with him would be one way of showing your interest in him.

9. To test a baby's bottle as to whether the milk is warm enough you can:

_____ 1. Test it with a thermometer.
_____ 2. Test it on the inside of the wrist.
_____ 3. Give the baby a swallow.

10. You should do this because:

_____ 1. The temperature should be 100° and the thermometer is the most accurate way of testing.
_____ 2. The milk should be lukewarm and the body temperature corresponds to this.
_____ 3. He is the best judge of whether the milk is too hot or too cold.

Key: I. 3, 5, 7, 8, 11, 12, 13, 15, 17, 21, 23.
II. A, 2; B, 1; C, 1, 4, 5; D, 2, 4; E, 3, 4.
III. 2, 3, 6, 8, 10, 12, 13.
IV. 1, 1; 2, 1; 3, 2; 4, 2; 5, 3; 6, 3; 7, 3; 8, 3; 9, 2; 10, 2.

Sections I, II, III, taken from "Evaluation Devices Sent in By Wyoming Homemaking Teachers."

APPENDIX A: INVENTORY OF CHILD CARE *

	Often	Sometimes	Never
1. Have you ever earned money by caring for children?			
2. Do you take care of children for money now?			
3. Have you cared for smaller brother or sister, or neighborhood children?			
4. Do you take care of smaller brothers or sisters now?			
5. Have you told stories to children?			
6. Have you bought toys for children?			
7. Have you helped to feed small children?			
8. Have you assisted a child take a bath?			
9. Have you assisted a child in dressing?			
10. Have you played with pre-school children during the last year?			
11. Have you seen a child have a temper tantrum (fit of anger)?			
12. Have you taught children songs or nursery rhymes?			

What experiences have you had with young children?

1. Do you take care of younger brothers and sisters? Yes _____ No _____
   Ages -- Brothers ___ ___ ___
   Sisters ___ ___ ___

2. Do you take care of other people's children Yes _____ No _____
   Ages -- Boys ___ ___ ___
   Girls ___ ___ ___

3. Are you paid for taking care of children? Yes _____ No _____
Is it a part of your home responsibility? Yes _____ No _____

4. How often do you take care of children?
_________ Twice a week or more often?
_________ Once a week
_________ Once a month
_________ Only occasionally

How long are you usually in full charge?
_________ One hour
_________ Two hours
_________ Entire afternoon
_________ All day

5. Explain why you take care of children.

6. Which of the following do you do when you take care of children?
Make two checks for those which you do often (XX)
Make one check for those you do occasionally (X)
Leave blank those you have never done.

_________ Read stories
_________ Tell stories
_________ Listen to child tell stories
_________ Sing to children
_________ Do finger plays with children
_________ Play with dolls
_________ Use clay, crayons, etc.
_________ Play "Make Believe" such as house, doctor, going on trips
_________ Get ready for bed
_________ Dress child
_________ Attend to toilet training
_________ Prepare meals
_________ Bathe child
_________ Play with group of children
_________ List others

7. List some of the things you are especially interested in learning about children.

1.

2.

3.

4.

5.

6.

* Nevada Guide - Part II, 1956.

APPENDIX B: CIRCLE DISCUSSION

Rules:

1. Sit "round"
2. Select a leader & a timekeeper
3. The leader starts the discussion by reading the question.
4. Each student, when his turn comes, comments or asks a **further** question.
5. Comments or questions or points of agreement with statements already made are limited to one minute each. Time keeper calls "time" & the next student takes his turn.
6. Student may "pass".
7. No one may speak out of turn or interrupt -- not even the leader.
8. When each one has had an opportunity to speak once **around** the circle, those who "passed" may like to make a contribution.
9. Leader summarizes & opens the question to free discussion or states a new question.

_____ Fleck, Exploring Home & Family Living.

APPENDIX C: CASE STUDIES *

1. Mrs. Jones and Mary (4 years) went to Mrs. Brown's home to visit for the afternoon. Mrs. Brown was expecting them and had bought a color book and crayons. It wasn't long before Mary was asking for something different with which to play.

   What did Mary's behavior show? Check the right answer.

   ______ a. Mary doesn't appreciate the color book and crayons.
   ______ b. Small children can't concentrate on one thing all afternoon.
   ______ c. Mary should be taught better manners.

   Check the reason or reasons you believe and explain the answer or answers you choose:

   ______ 1. Mary was a restless child.
   ______ 2. Little children are interested in one thing for a short period of time.
   ______ 3. Mary should have been left at home.

2. Betty and her father have made a sand box for Betty's little brother who is four years old. Betty is wondering how much she should supervise his play there. If you were she, would you:

   ______ a. Only let him play there when you could be with him to show him how to do things with the sand?
   ______ b. Let him play there as he chooses?
   ______ c. Let him play there when you can be near to see that he doesn't get dirty?

   Check below the reason or reasons for your choice above.

   ______ 1. A child needs to be shown how to play with sand.
   ______ 2. A child should be taught how to keep clean at play.
   ______ 3. He will develop more by having his own ideas and carrying them out.
   ______ 4. He will enjoy it more if he is allowed to do as he chooses.
   ______ 5. He will have more fun if you show him how to use sand.
   ______ 6. He can learn to be more independent if left alone at his play.
   ______ 7. He can probably think of more ways of using the sand than you can.

3. Alice Jane (3 years) started to ride her tricycle, but before she had gone far, she came to a hose across the sidewalk. She stopped and let her feet dangle as she looked over the situation. She got off and tried to pull the tricycle by the handlebars, but it started to tip so she took hold of the wheel and started pulling at it in an attempt to get the tricycle over the hose. Mary, her big sister, was sitting nearby reading a book but saw what was going on. What should Mary do?

Check the best answer.

______ a. Go on reading her book and pretend not to notice Alice Jane's problem.
______ b. Tell her what to do.
______ c. Help her move the tricycle.

Check the reason or reasons you believe and explain the answer you choose:

______ 1. She was too far away to help her.
______ 2. She shouldn't let that small a child lift a heavy tricycle.
______ 3. Small children resent too much help from adults.
______ 4. Alice Jane was probably taught how to handle her tricycle, but needed reminding.
______ 5. Children often need help from an older person.
______ 6. Children at that age can learn by doing things themselves.

4. Barrie (3 years, 2 months) was pushing a train around the church playroom where most of the children were block building. Caroline, the high school girl assistant, said, "Barrie, you need to be a very careful driver." Barrie continued to push his train in and out among the block houses. He bumped into Leone's house and knocked a block from it. Caroline said, "That's someone's building. Even if she isn't here now, it's still her building." Barrie replaced the block and started pushing his train around again.

What was Barrie learning? Check the best answer.

______ a. He shouldn't play with trains when others are block building.
______ b. He could depend upon an adult to tell him what to do.
______ c. He should leave other children's things as they had them.

Check the reason or reasons you believe and explain the answer you choose.

______ 1. An older person is the best judge of what a child should do.
______ 2. Children need to respect other peoples' things.
______ 3. Children get into less trouble when they do what others are doing.
______ 4. A good group member doesn't go around knocking down buildings belonging to other children.

5. When Benny (4 years) without warning, was asked to come in and get ready for dinner, he reacted with a violent, "No! Go away!" When his brother persisted, he yelled, "Go away! I don't like you!" Then he hit him.

What should Benny's brother have done? Check the best answer.

______ a. Spank Benny.
______ b. Hit Benny back.
______ c. Give Benny warning.

Check the reason or reasons you believe and explain the answer you choose:

_____ 1. Spanking always makes children mind.
_____ 2. Benny held a grudge against his brother.
_____ 3. Children do not adjust to new situations quickly.

6. Polly has two small sisters, Mary (3 years) and Ruth (5 years). Two little girls have come over to play with Mary and Ruth. Ruth pounds the piano keys as the older children look on. Polly comes in and asks, "shall I play some songs for you?" "I'll get the book," says Mary. "Lets sing 'Fire, Fire,'" chimes in Ruth. Polly plays and the children sing "Fire, Fire". "Shall I play the marching song?" asks Polly. "Yes", comes from the children as they jump up and down clapping their hands. As the music starts, they stamp their feet and march about the room.

What was Polly doing that you might do when you are caring for small children? Check the best answer.

_____ a. She was trying to teach the girls songs.
_____ b. She was helping the girls enjoy music.
_____ c. She was trying to stop the noise.

Check the reason or reasons you believe and explain the answer you choose.

_____ 1. Music keeps the children from feeling self-conscious.
_____ 2. She sees the children like music and plays what they suggest.
_____ 3. Children can be kept from annoying people by pounding on the piano.
_____ 4. The little girls could learn some song while Polly was playing for them.
_____ 5. Children can learn to appreciate music.

* Nevada Guide Part II, 1956.

APPENDIX D: JUDGING TOYS

Check List for Judging A Toy

1. Is it sturdy and safe?
2. Does it encourage the child to do something actively?
3. Does it possess the possibility of being used in many different ways.
4. Is it suited to the age, ability, and interests of the child using it.

EVALUATING TOYS

On the tables are toys and pictures of toys from which you are to select the best choice for each of the following situations. Each toy has a number. Place the number corresponding to your selection in the blanks following.

1. Tommy, an active boy of three, needs a toy for a short time before going to bed. Which toy? No. ______
2. Nancy has just learned to walk. Which toy would you choose for her? No. ___
3. Bobby (6 years) is recovering from the measles but still must stay in bed. Which toy? No. ______
4. Joan (4 years) is to be traveling in the car with her parents for 6 hours. Which toy? No. ______
5. The mothers of Jerry (4 years) and Larry (4 years) are planning for the boys to play outdoors together after their afternnon naps. Which toy? No. ______
6. Ellen (6 years) is having three friends, all 5 years old, in to play in the afternoon. Which toy? No. ______

APPENDIX E: FINGER PAINTING

Materials Required:

Finger paint (see recipes which follow)
Paper -- butcher, shelf, hard-surfaced wrapping, oil cloth, table Top, wood, wallpaper, cardboard
Sponges to spread water on the paper or table and cleaning up
Water to dampen paper, wash hands and for cleaning up
Protective covering for children

Procedure:

Define limits for children and teachers
Have pan of water and sponges nearby for cleaning up
Dampen table and paper with sponge
Spread paper smoothly on table
Put a heaping tablespoon of finger paint on the paper
Colorless finger paint may be used and then the teacher can sprinkle powdered tempera on paper for child. If child sprinkles tempera, cans become messy and hard to hold.
Finger painting can be done directly on table tops
Encourage children to clean up

Recipes:

Wallpaper Paste Finger Paint (or wheat paste):
Put amount of water you desire into pan. Sprinkle flour on top of water, a small amount at a time. Stir in circular motion until all lumps are gone. Add more flour until desired **consistency.** (Desired consistency should be similar to Sta-Flo laundry starch)

Soap Flakes:
Put soap flakes into mixing bowl and add water gradually, while beating with egg beater or electric mixer. Consistency should be about the same as stiffly beaten egg whites. Add color.

Salt and Flour Finger Paint:
Stir 1 cup flour and 1½ cups salt into 3/4 cups water. Add coloring. (has grainy quality)

Liquid Starch Finger Paint:
Pour liquid starch on wet surface. Add color. (tempera paints if desired).

Pudding Finger Paints:
Instant or cooked pudding may be used for a different experience. Danish dessert offers another texture. (Food coloring may be used to color this).

All finger paints should be stored in tightly covered jars and in a cool place.

PLAY DOUGH RECIPES

Magic Goop:

2 C salt
2/3 C water
1 C cornstarch (loose)
1/2 C cold water

Mix salt and 2/3 C water in saucepan. Stir until mixture is well heated, (3-4 minutes). Remove from heat and add cornstarch which has been mixed with 1/2 C cold water. Stir quickly. (Should be like stiff dough). If it doesn't thicken, stir over low heat (1 minute) until it forms a smooth pliable mass.

Add food color and let students paint.
Can be kept indefinitely if wrapped in clear plastic.
Makes 1 3/4 pounds. No refrigeration necessary.

Muddling Dough:

2 C Flour
1 C Salt
½ C water - or enough to stick dough together
Pinch of alum

Dough:

3 C Flour
2 C Salt
1 C Water
Coloring - food coloring or powdered poster paint

Raisins can be added and the dough "baked" inside muffin tins or small pie pans in a play over.

When dough is wrapped in plastic bag, it will keep for several weeks without refrigeration. A tablespoon of salad oil will keep it soft and pliable.

Add flour if necessary.

It takes several days to dry something hard - but it becomes almost as hard as plaster of paris.

APPENDIX F: CHECK LIST FOR BABY SITTING

If you've ever done any sitting, you know it's anything but a snap job. Here's a list of some of the problems and decisions sitters usually face. Check those you think may give you trouble.

______ 1. How much should you charge?
______ 2. How should you "negotiate" with parents for your wages?
______ 3. What should you do if you're asked to wash dishes or help with housework?
______ 4. Can you use the telephone, the radio, the TV set?
______ 5. Can you have friends in when you sit?
______ 6. How much noise can you make when the children are sleeping?
______ 7. How should you handle parents who consistently get home later than they promise?
______ 8. How can you be sure of an escort home?
______ 9. How do you diaper a baby?
______ 10. How do you warm a bottle and feed a baby?
______ 11. Should you bathe a baby?
______ 12. What should you do when a child cries?
______ 13. How do you cook a simple meal for children?
______ 14. How can you cope with several children?
______ 15. How can you keep children safe from harm?
______ 16. How should you handle a temper tantrum?
______ 17. What should you do if a child gets sick?
______ 18. How can you get help?
______ 19. What should you do in an emergency?
______ 20. How can you get the most from your free sitting moments?

If you don't know how to solve all these problems; don't be discouraged. That's what this unit is for -- to give you some guidance.

WHEN YOU ACCEPT A BABY-SITTING JOB, DO YOU?

Yes No

_____ _____ 1. Know how many children you will be expected to sit with?
_____ _____ 2. Do you arrive on time, and are you dependable?
_____ _____ 3. Arrive adequately equipped?
_____ _____ 4. See that you are familiar with the house before mother goes?
_____ _____ 5. Keep on guard to protect a baby from appetizing, indigestible items?
_____ _____ 6. Keep a constant watch?
_____ _____ 7. Prepare to meet and deal with family pets?
_____ _____ 8. Look in at least once every hour on a sleeping baby and listen for him between times?
_____ _____ 9. Know how the stove works?
_____ _____ 10. Know where to switch the lights on?
_____ _____ 11. Know how to turn on the heat in the house?
_____ _____ 12. Know where clean clothes are kept, and what to do with soiled ones? [2]

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1) Flanders, Judy, Baby-sitters' Handbook, Science Research Bulletin, Science Research Associates, Inc., 57 West Grand Ave., Chicago 10, Ill.

2) Adapted from Lowndes, Marion, A Manual for Baby Sitters, Boston: Little Brown, and Company, 1949.

LEARNING ABOUT CHILDREN *

Middle Level
(9th-10th grade)

Time: 20-30 lessons

Desired Outcomes:

1. Becomes aware of what heredity is and how it may affect the child.
2. Becomes aware of the characteristics attributed to heredity.
3. Understands the relationship of heredity and environment.
4. Becomes aware of the different kinds of environment in which children are reared.
5. Realizes that the individual child's environment includes many facets.
6. Becomes aware of the role environment plays in the child's growth and development.
7. Recognizes the relationship of environment and heredity.
8. Becomes aware of the influences within the family on the growth and development of the child.
9. Becomes aware of the basic needs of children at the various levels of development.
10. Learns how the basic needs of the child may be met.
11. Realizes that certain characteristics are typical of children at certain ages.
12. Recognizes that "problem" behavior may be normal for a particular age level.
13. Becomes aware of the order in growth.
14. Learns why children need discipline.
15. Recognizes the difference between discipline and punishment.
16. Becomes better able to use methods and techniques of effective discipline.
17. Realizes that there is a reason for all behavior.
18. Recognizes that understanding children helps one to better understand self.
19. Develops better understanding of self by studying and observing children.
20. Realizes the role developmental tasks play in one's growth.

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Age of Turmoil (20 min.) $3.25 -- BYU CSU CU UofU WU.

Family Circles (10 min.) $3.25 -- UofU.

From Sociable Six to Noisy Nines (21 min.) $3.25 -- BYU CSU CU NU UofU.

The Frustrating Fours and Fascinating Fives (22 min.) $3.25 -- BYU CSU CU NU UofU WU.

Helping the Child to Accept the Do's (11 min.)
Helping the Child to Accept the Don'ts (11 min.) $3.25 -- BYU CU U of U WU.

Heredity and Family Environment (10 min.) Color. $3.25 -- BYU CSU U of U CU.

Roots of Happiness (25 min.) $3.25 -- BYU U of U

The Terrible Twos and Trusting Threes (22 min.) $3.25 -- BYU CSU CU NU U of U.

Film Sources:

Brigham Young University
Colorado State University
Colorado University
Nevada University
University of Utah
Wyoming University

Teacher Reference:

Brown, Marjorie and Jane Plihal. Evaluation Materials for Use in Teaching Child Development. 426 South Sixth Street, Minneapolis, Minnesota 55415: Burgess Publishing Company, 1966. $4.25

Generalization I: Each individual differs from every other individual in his inherent potentialities. II_6

Sub-Generalization A: A person is born with certain characteristics which identify him as a unique individual.

Desired Outcomes:

1. Becomes aware of what heredity is and how it may affect the child.
2. Becomes aware of the characteristics attributed to heredity.
3. Understands the relationship of heredity and environment.

References:

Brisbane, The Developing Child. pp. 356,427.

Children's Bureau, Infant Care. pp. 2, 8, 55, 68.

Children's Bureau, Your Child from One to Six. pp. 2, 5, 41, 64, 65, 80, 81.

Cosgrove, About You.

Duvall, Family Living. pp. 6-8, 299.

Hurlock, Child Growth & Development. pp. 321-322.

Ilg. & Bates, The Gesell Institute's Child Behavior. pp. 54-65.

Montagu, Life Before Birth. p. 18.

Neugarten, Your Children's Heredity.

Scheinfeld, Amran, Basic Facts of Human Heredity.

Smart & Smart, Living & Learning With Children. p. 242.

Smart & Smart, Living in Families. pp. 33-38.

Films:

Heredity & Family Environment, 10 min.

Background Information:

Heredity--Principles accepted by those in field of genetics

The inheritance pattern of traits such as hair, eye, skin color and type, is well understood. Height and weight, bone, body and feature structure; some diseases and deficiencies, such as Cooley's anemia, color-blindness and others are inherited in a predictable way. This is part of the science of genetics which began toward the end of the nineteenth century with the work of the famous monk, Gregor Mendel, who stated that inherited characteristics are caused by factors now called "genes" which are transmitted from generation to generation.

The genes for any trait are inherited in pairs, one from each parent. When the two members of a pair are different, one gene will be dominant, the other hidden or recessive. In the case of eye color, for instance, the genes that cause eyes to appear brown are dominant over those for lighter colors.

A tendency to disease can be inherited, like brown eyes, through a dominant gene from either parent. Huntington's chorea, a kind of progressive mental deterioration which comes on usually around middle age, is an example of this. Vulnerability to disease can also be inherited, like blue eyes, through a pair of recessive genes. Predisposition to diabetes, for instance, can come from diabetic parents, or like blue eyes in a brown-eyes family, from parents who do not have diabetes themselves but carry recessive genes for it. A tendency to rheumatic fever and rheumatic heart disease can be inherited in the same way. Neither disease will necessarily develop; however, if the predisposition is noted or suspected from family history and health safeguards are taken in time.

The most eminent geneticists hold that human traits are the result of interaction between the two forces of heredity and environment - but in some traits, the force of heredity is relatively much stronger, while in others environment plays the major part. Thus, hemophilia (the bleeding sickness) is mostly hereditary, passed along by the daughters of affected males to their sons. But cretinism, a form of mental and physical defect, is due mainly to environment - to being born of mothers with thyroid deficiency. All of us, of course, are born with limits and peaks to our individual genetic capacity and potentiality.

Superior intellectual ability is not a miracle. Basically, it is genetically constituted, but what the superior individual will do with his intellect will be conditioned to a large degree by environment and education. Thus, while it's obviously impossible to make a bright or even normally intelligent child out of a feeble-minded one, it is possible within a similar range of normalcy and hereditary endowment for I.Q.'s to vary widely because of the influence of environment. A study of identical girl twins raised in different homes shows this. One of these twins had been brought up by a family who'd allowed her only two years of grade school education. The other, raised by a family who sent her through college, had an I.Q. 24 points higher than her untutored twin's!

As for talents and gifts other than intellectual, there are indications that they "run in families". Studies of musical talent, for example, point strongly to the conclusion that training can develop the senses required for musical aptitude only to the degree that these senses are already inherent in a child. However, we all know lights that failed - people of unusual talent or ability who never fulfilled their promise. In other words, innate giftedness isn't enough. It needs to be backed up by those intangible attributes of character, will and personality without which it cannot flower.

A host of other characteristics and qualities have been attributed in some part to heredity - among them bodily endurance, athletic skill, resistance and susceptibility to disease, susceptibility to psychosis, longevity, mechanical talent. Vigor and forcefulness in a person, or its lack, may also possibly be influenced by heredity.

More recently, prenatal life in the womb and the birth experience itself have been presented as equally important environmental conditions.

Dr. Spock has said, "It is helpful (for parents) to know that it is probable that children are born with different temperaments."

Theodosius Dobzhansky, the highly regarded Columbia University geneticist, tells us that some traits such as blood group and color of skin are "rigidly" fixed by heredity. Other traits are "plastic" - in the sense that they are readily modifiable by environment.

Radiation affects the genes.

It is important to recognize that the relative influence of the environment isn't always the same, and that what constitutes a favorable environment for one child may be an unfavorable one for another. There are, for example, some children who for whatever reason, marshall all their abilities and do their best work when spurred by competition. There are others who blow up and do their worst in competitive tests. There are some children who blossom in a stimulating home or school atmosphere - and some whose interests and growth are better fed by the stimulation they find on their own. We must come to grips with the idea that our children may very well be unequal to each other in physical stamina or intellectual endowment but that need not spell "inferior" balance or happiness for any of them. Each child's reactions are unique.

Heredity Counseling:

When their obstetrician told the Johnsons that their perfectly formed first-born had a serious, hereditary heart defect, their shocked reaction was against having another child. Mrs. Johnson told the doctor, "He'd be bound to inherit this defect, too, and we couldn't stand it."

But the Johnsons were wrong about how heredity works and so are many other parents who fear inherited conditions.

The scientific study of heredity-genetics has taken giant strides in recent years. And the benefits of these advances are available right now for parents. For one thing, geneticists can now estimate in advance the probable risks for certain diseases and defects recurring in families. For another, a new kind of service, called heredity counseling, is open to parents who have suffered the tragedy of giving birth to an abnormal baby.

Are Birth Defects Always Hereditary?

Heredity counseling can be especially useful to parents worried about birth defects. Dr. Clarks Fraser, Canadian geneticist at McGill University, believes that only a minority of malformations at birth have a major genetic cause, and only a minority a major environmental cause; that most defects and malformations probably come from complicated interactions between genetic predispositions and subtle factors in the intra-uterine environment.

Heredity influences affect the weight pattern--whether baby will be sturdy and heavily built or frail and fine-boned. Heredity influences height more than it does weight.

Heredity determines the wide limits within which a child can develop. Environment shapes and influences the development which actually takes place. These forces interact; neither can be completely independent of the other. Heredity finds expression through environment; environment influences the development of inherited characteristics. (Brisbane).

A child's behavior is the result of his "upbringing" and experiences interacting with his heredity.

Every child inherits certain tendencies to grow in a particular way. These tendencies are realized or thwarted in actual life situations.

Pre-Test:

In order to evaluate your own growth or progress in learning about children, the following experience will be helpful for you to do before and after this unit in Child Development.

Spend an hour with a child. Then write about your experience; tell the age of the child, the circumstances, what the child did, what you did and how you felt, etc.

Learning Experiences

Knowledge:

Take pre-test on heredity to find out how much you know about heredity. Teacher uses results in planning learning experiences. (See Appendix A for pre-test.)

Study references (teacher may need to supplement) and define or explain in your own words the following terms:

--heredity
--environment
--traits
--genes
--chromosomes

Study references and list the traits or characteristics that are attributed to heredity. List those that are probably due to environment.

Invite a doctor or well-informed person to class to speak on heredity.

View film, Heredity and Family Environment, to better understand the relationship between heredity and environment. (Teacher asks class to look for appropriate points.)

Comprehension:

Write a paper on "The Traits I probably have inherited from my parents and/or ancestors".

Application:

Plan a bulletin board to show one idea you have learned about heredity. Work in groups of 3 or 4 and put up a different bulletin board every day for a week.

Analysis:

Observe children at the playground, school, market, neighborhood, etc. to determine which of their observed characteristics are probably due to heredity and which ones might be due more to environment. The following form will be helpful. (From Wyoming Child Development Guide).

Characteristic or Trait	Caused by Heredity	Caused by Environment	Reasons for choice
Example: Shyness - a little girl in the third grade watched but wouldn't join in the play groups.		X	A trait like shyness is probably caused by what's happened to one since birth and not by heredity.
etc.			

Synthesis:

With the help of references from books and dittoed material make a chart with 3 columns to show the characteristics that are: (1) entirely determined by heredity, (2) largely the result of learning, such as swimming ability, (3) a mixture of both heredity and learning. Which is the longest list? What ideas does this give you about children and their behavior? What does it tell you about yourself?

Evaluation:

Again, take the pre-test on heredity that you took at the beginning of this topic. Go over the results and compare with the first test in order to determine what you have learned.

Generalization II: The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment. III_{11}

Sub-Generalization A: Throughout development, the individual is continually being influenced by and is influencing his environment.

B. Development results from a continuous interaction of the individual and his environment.

Desired Outcomes:

1. Becomes aware of the different kinds of environment in which children are reared
2. Realizes that the individual child's environment includes many facets
3. Becomes aware of the role environment plays in the child's development
4. Recognizes the relationship of environment and heredity

References:

Brisbane, The Developing Child. p. 30, 121.

Crosgrove, About You. pp. 6-10.

Duvall, Family Living. pp. 6, 13-15, 45.

Hurlock, Child Growth & Development. pp. 39-40, 323-326.

Ilg. & Bates, The Gesell's Institute's Child Behavior. pp. 13, 15, 76, 318.

Smart & Smart, Living & Learning With Children. pp. 237, 243, 247.

Smart & Smart, Living in Families. pp. 38-40, 50-51.

Wallace, McCullar, Building Your Home Life. pp. 40-41, 376-377, 465-466.

Background Information:

Environment begins to influence an individual from conception and continues throughout life.

The term environment means all the things that surround an individual: the air he breathes, the food he eats, the people he knows, their attitudes and ideas, the objects in his home, buildings, and trees, and lawns and pavements; pets & toys and books and music. The culture and happenings of the area, country, and even the world are a part of the child's environment today.

Before birth, the baby's environment is his mother's body, which provides him with shelter and nourishment. This environment may be adequate or not adequate for his potential, depending on the health and care the mother receives.

A favorable environment will aid in the development of the child's potential. An unfavorable environment may retard the child's movement toward his full potential.

Children in the same family who are born at different times have different family environments.

A child's many-sided development is the result of his interaction with his physical and social environment as he perceives it.

The many forces we lump together as environment include both intimate forces--family with its values, feelings, methods of discipline--and broader forces--neighborhood and associates, community, customs, laws.

A favorable environment (home or otherwise) can, it appears, permit each individual to develop his most positive assets for living. An unfavorable environment may inhibit and depress his natural potentials. But no environment, good or bad, can, so far as we know, change him from one kind of individual to another.

Good environment can do much to overcome bad heredity; good heredity can often overcome bad environment, One is as important as the other. The vital thing to remember, however, is that heredity is already determined. But we can often change the quality of the child's environment. We can make it easier for him to become what he is capable of becoming.

The poem, "Leaves of Grass", by Walt Whitman, the American poet, tells us something about the environment of a child and how it affects him:

> "There was a child went forth every day,
> And the first object he look'd about,
> That object he became
> And that object became a part of him."

An English poet, Alfred Lord Tennyson, said,

> "I am part of all that I have met."

(Wallace-McCullar)

Most of us recognize the fact that though the child's behavior can be strongly influenced by the kind of home and other surroundings in which he grows up, many of the changes which will take place in his behavior are determined from within. However, it is still the parent's responsibility, as well as privilege, to provide him with the best possible environment. The more you know about him, the better job you can do in providing him with the right kind of environment.

What is the best kind of environment for a particular child at his particular age? How can environment act effectively to bring out the very best in the child's particular kind of personality? Here we can give you a few clues. In general, we can say, this or that is a good kind of environment to provide. Parents who study and understand the child will know best what kind of environment their child will need.

(Ilg. & Ames)

Our Culturally Deprived Children

"Culturally deprived" is a brand new name for an old problem--the children of America's slums. The number of 'culturally deprived' children in the United States is steadily increasing at an alarming rate." In 1950, one of every ten children, in America's fourteen largest cities, was considered culturally deprived. By 1960, the figure had become one out of every three, and by 1970, one of every two "big city" children is expected to be culturally deprived. These children from slum areas suffer not only from a lack of money, nice clothes, and food, but they also suffer from a "poverty of experience". The kind of experiences that middle-class children have at home every day are completely foreign to children from lower-class homes. For example, the typical slum child has never been encouraged to talk at home. He has never been read a story, or been taken on a picnic, or even had a birthday party. Therefore, it is not difficult to understand why these children lag far behind other children even in kindergarten. The saddest part is that they never catch up but drop farther and farther behind each year. These children need extra help from teachers that really understand their problem.

The average elementary school teacher comes from a middle-class background, and she assumes her students have the same middle-class experiences. This blindness on the part of our teachers is disastrous for the child from a deprived environment. Many teachers consider the I.Q. tests of slum children as proof of the children's inability to learn. Admittedly, these children score much lower than do other children of comparable age, but their compilation of experiences is also much lower. The typical ghetto child, although normally intelligent, comes to kindergarten or first grade not knowing the names for even the most commonplace things. Books and pictures are new experiences, and to some children even a mirror is alien. They have no concept of time such as past or future. They have no concept of numbers, particularly large numbers. For example, they may know that Yankee Stadium holds a large number of people, but they don't know if that large number is closer to one hundred or one hundred thousand. Even the word "work" has no meaning to some of these children because the father is usually unemployed, and fifty percent of the homes have no man at all as head of the house.

Since the mother is frequently the only parent, she is usually exhausted just trying to make ends meet and has little time for the kind of interaction that the middle-class child participates in daily with his mother. Thus, the deprived child is already behind before he starts.

To understand these children it is necessary to know what it is like to live in a slum area and how just living under lower-class conditions can actually retard a normally intelligent child. For instance, children from this type of background often cannot name even simple objects because their parents usually point, gesture or grunt instead of talking to the child, and though "the child's world is filled with noise, there is not much communication." Sometimes these children have not learned one color from another because no one ever discusses how nice the tan sweater would look with the yellow skirt or if the brown or the aqua curtains would look better with pink walls in the kitchen. There is the example of the child who thought a snowman was a man who shoveled snow off the sidewalk, because this snowman was the only kind of snowman he had ever seen. Another child thought fire engines brought fire because no one had ever told him otherwise.

The complaint that is given most often by teachers of these children is that they are extremely inattentive. There is, of course, a very good reason why the children are inattentive. "When a child lives with eleven people in three rooms separated by thin walls from other households of eleven people in three other rooms, smelling their cooking, sharing their toilet, knowing when the man next door is drunk, or the baby downstairs is awake - a child must learn to be inattentive to survive. His ears become skilled in not hearing and his eyes in not seeing."

Since the lower class homes are frequently cramped, "the older brothers and sisters are seldom there except to sleep." Thus, an important source of information for the young child is lost because of environment. This same environment also prevents the child from playing with other children his own age, because little children can't play outdoors in the heart of a big city without supervision." It is likely, also, that the mother is always too busy or too tired to take the child out to play.

Low incomes carry with them high risks of illness, limitations on mobility, limited access to education, information, and training. Poor parents cannot give their children the opportunities for better health and education needed to improve their lot. Lack of motivation, hope, and incentive is a more subtle but no less powerful barrier than lack of financial means. Thus, the cruel legacy of poverty is passed from parents to children. The youngster growing up without a decent education in a broken home, in a hostile and squalid environment, in ill health, is likely to be trapped, not because of innate deficiencies of character or intelligence, but because he does not have the skills demanded by a complex society, nor the opportunity to acquire those skills. Most often he is driven to a mounting sense of despair which drains initiative, ambition, and energy.

And what does poverty mean to those who endure it? It means a daily struggle to get the bare necessities of a meager existence. It means that the abundance, the comforts, and the opportunities that they see all around them are beyond their grasp. It means living in a world scarcely recognizable and rarely seen by the majority of their fellow Americans. "The other America" is a world apart, inhabited by people isolated from the main stream of American life, unfamiliar with its values and unprepared for its opportunities. Worst of all, it means hopelessness for the young, for poverty breeds poverty, and the poor are most likely to remain poor.

The following list of articles are from journals and magazines available in most libraries that should help the student to become aware of the environment of the culturally deprived (or disadvantaged) child.

Asbell, Bernard, Not Like Other Children. Redbook, Vol. 123, No. 6 October 1963 , pp. 65, 114-120.

Asbell, Bernard, Six Years Is Too Late. Redbook, September, 1965. pp. 53, 124-128.

Duhl, Leonard J., and Antonia Handler Chayes, Individual, Family, and Community, Journal of Home Economics, Vol. 56, No. 8, October, 1964, pp. 579-585.

Fleiss, Bernice H., A New Venture in New York City, Young Children, XX No. 3, 1965, pp. 140-142.

Gore, Lillian L., and Rose Koury, Educating Children in Nursery Schools and Kindergartens, Bulletin No. 11, 1964. (Government Publication)

Harding, Alice Currie, To Be Continued, N.E.A. Journal, Vol. 53, No. 6, September, 1964, pp. 30-32.

Mackintosh, Helen K., and Gertrude M. Lewis, Head Start For Children in Slums. American Education, Vol. 1, No. 1, December, 1964, pp. 30-32.

Riessman, Frank, and Hannah Arlene Riessman, Teachers of the Poor, The P. T. A. Magazine, Vol. 59, No. 3, November, 1964, pp. 12-14.

---------------- Where an Orange is a Textbook, Time, Vol. 84, No. 22, November 27, 1964, pp. 73.

Learning Experiences

Knowledge:

Before studying any reference materials, jot down your definition or explanation of environment. Then study the reference materials and re-define the term in the light of your new knowledge. Compare definitions with class members and decide which definition will be most adequate for class use.

Have class members who have traveled in other parts of country and world tell about the environments they have seen children live in. (Students outside of your class may be invited to speak to your group also.)

Invite a qualified speaker to your class to tell you about the culturally disadvantaged child and what the government is trying to do to change his environment. (Check with Welfare Dept., community action program, etc.)

From your readings list some of the things that should be true about the child's home environment if he is to develop a healthy personality. Add to your original list by working in groups and exchanging ideas.

List all the things you think are a part of one's environment. Study references. What did you omit? Add to your list if necessary.

Work in groups on the following questions:

How does environment affect the child's:

1. Physical growth?
2. Ways of feeling and thinking?
3. Mental Development
   etc.?

Report your findings to the class, using appropriate visual aids to aid in the student's understanding.

Application:

After studying the reference material, divide into groups of 3 or 4 and jot down the requirements for a "good" environment for a child and also what might be considered a "bad" environment. Discuss your lists in class.

Give specific suggestions how you, as a teen-ager, could provide a "good" environment for a child. (sister, brother, neighbor, etc.)

Give 2 illustrations of how a child's opportunities (part of his environment) might influence his inherited tendencies.

Comprehension:

Give specific illustrations how a person's environment might cause him to be different from others.

Prepare a bulletin board indicating the "things" that are included in the child's environment.

Give an example of how environment during early childhood influenced the development of a particular person. (Famous people could be used as examples or someone that you know, but isn't known by class members, could be also used.)

Make up short case studies that illustrate different kinds of environment of children.

Read some material on the culturally-disadvantaged child. What are some negative things about his environment? What might be some positive things about his environment?

Keep a "tack" board of current news clippings showing examples of desirable and undesirable environments for children. Discuss aspects of the illustrated environments and the possible effects upon the child.

Analysis:

React to:

"You do not inherit bad temper, shyness, or the knack of being popular. These things you acquire in a 'good' or 'bad' environment." (What might be specific examples of a good environment or bad environment in fostering the above traits.)

Read a story about a child or children and report (written or oral) all the factors in his environment that the author presented in the story. Tell how these factors seem to affect the child's personality as portrayed in the story.
(Stories can be found in any monthly periodical.)

Observe children wherever possible (playground, home, stores, church, etc.) and study their observable characteristics. Determine roughly which characteristics are inherited and which may be caused by the environment.

Conduct a survey to determine conditions (environment) in the community which may affect the child. (See Appendix B) Class members could be responsible for different questions. Analyze the completed results to determine the strengths and the weaknesses of your community.

Role play or present a skit illustrating different kinds of environment a child might have. Class then identifies the environment and the possible effects upon the child's development.

Synthesis:

Write a paper on one of the following topics:

"Ways I can improve a child's environment in my community."

"What makes a 'good' environment for a child." (physical and psychological)

"How environment makes a difference in the development of the child." (physical and mental)

Present a panel discussion on the topic, "Which is more important, the physical or emotional environment of the child. After the leader summarizes the points brought out in the discussion, write a short paper on the topic.

Evaluation:

Evaluate the following two statements:

A good environment is not necessarily one that costs money.

One needs money to insure an adequate environment for a child.

Observe and report on two different areas in your community relating to the physical environment for children. Evaluate the adequacy of the environments, defending your judgment.

Read, "What Makes a Good Home Life" (Appendix C). Evaluate the statements in this writing using as criteria what you have learned concerning desirable environment for children.

Generalization III: Each individual family member affects and is affected by his family. II_3

Desired Outcome:

1. Becomes aware of the influences within the family on the growth and development of the child.

References:

Brisbane, The Developing Child. pp.23-24,30,33,52-53,126-129.

Children's Bureau, Infant Care. p.2.

Duvall, Family Living. pp.8-10, 71-72, 85, 331, 362, 278.

Hurlock, Child Growth & Development. pp. 323-337

Linkletter, The Secret World of Kids. pp.19-41.

Menninger, William C., All About You. p.12.

Shuey, Learning About Children. pp.51-52.

Smart & Smart, Living & Learning. Ch.18.

Smart & Smart, Living in Families. Unit One.

Films:

Roots of Happiness (25 min.)
Family Circus (10 min.)

Background Information:

Good, poor, or indifferent, your family has left its mark on you. To a considerable extent, you are what your family has taught you to be. Your family influences have been important building blocks in your personality.

Some of the things a family seems to influence are:

Child's health and welfare
abilities and interests
self-confidence
growing independence
self-concept (what you think of yourself.)

It is the family which first meets personality needs for love, attention, encouragement, security, and a chance to achieve.

The members of a family, parents and their children, inhabit a world of their own making, a community of feeling and fantasy, action and example.

The family's specific task is to help meet the basic needs of the individual.

The family environment provides both a physical and emotional climate for the individual. The physical climate focuses attention on the material aspects of the home which offset the child's growth.

The child's position (oldest, middle, youngest) in the family seems to have some effect on the way his personality develops.

Everyone has personality because the "experts" use the word to mean the total person. Personality is all that a person has been, is, and hopes to be.

Personality development takes place within the family. Early experiences in the family have a lifelong effect on the child's personality.

Everyone has a personality, just as everyone has a body. And like bodies, personalities grow and develop, and their growth is affected by many factors. These factors can be categorized into three groups: heredity, environment,and self.

A Good Home for a Child

1. He is loved and wanted, and he knows it.
2. He is helped to grow up by not having too much or too little done for him.
3. He has some time and some space of his own.
4. He is part of the family, has fun with the family, and belongs to it.
5. His early mistakes and "badness" are understood as a normal part of growing up; he is corrected without being hurt, shamed, or confused.
6. His growing skills--walking, talking, reading, making things--are enjoyed and respected.
7. He plans with the family and is given real ways to help and feel needed throughout childhood.
8. He has freedom that fits his age and his needs; he has responsibilities that fit his age, abilities, and freedom.
9. He can say what he feels and talk things out without being afraid or ashamed; he can learn through mistakes as well as successes, and his parents appreciate his successes rather than dwell upon his failures.
10. As he grows older, he knows his parents are doing the best they can; they know the same about him.

11. He feels his parents care as much about him as they do about his brothers and sisters.

12. The family sticks together and the members help one another.
13. He is moderately and consistently disciplined from infancy, has limits set for his behavior, and is helped to take increasing responsibility for his own actions.
14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

--Duvall

The family is recognized as the most significant influence in determining the kind of person one becomes.

Whatever your position is in a family has had some effect in making you what you are and it will continue to affect you as you grow older. And whatever it is, it has some advantages and some disadvantages.

Learning Experiences

Knowledge:

Study references and/or listen to teacher lecture on family influences. Working in groups, make a "master" list of all the factors (things) within a family that seem to have an influence on the development of the child.

After studying references on personality, write your own definition of the term. As a class choose the most adequate one, modifying it if needed.

Study references to determine what is meant by a healthy personality.

Jot down as many personality traits that you can think of. Read the references related to personality traits and add those traits that you don't have on your list. Share your lists in class.

Study references to find out what the specialists in child development have to say about position in the family. What do they say about your position in the family? (youngest, middle, oldest)

Interview other students (outside of class) to find out how they feel their position in their families have affected their lives. How does this compare with what you have read?

Interview brothers and/or sisters and ask them to relate specific examples of how they have been influenced by the siblings in their family.

Study current news articles, magazine articles and books about the disadvantaged child. Try to determine from your readings and discussion the factors in their families that cause these children to be labeled disadvantaged.

Invite a qualified person to speak to you about the various family patterns that children are reared in and how these patterns may influence the personality growth of the child. (Someone in the Community Action program or Welfare program may be helpful.)

Invite a speaker to class who is familiar with what your community has to offer in helping to strengthen family living.

Comprehension:

View the film, Family Circles (10 min.) Discuss how Patsy's family seems to influence her personality.

Divide into groups and each group discuss how the following factors in the home might influence the child's development. (Assign a recorder to write down the ideas.)

Amount of space
orderliness
calmness
number of children
etc.

Ask the recorders to present the ideas to the class.

Application:

Observe children and jot down what seems to you to be their outstanding personality traits. Then try to casually observe their parents. Do you find any similarity in their traits? Is this due to the environment or to heredity? Defend your answer.

Analysis:

Think of two children the same age who belong to different families. What differences in their personalities can you trace to family influences? Be specific.

View film, "Roots of Happiness" in order to better understand how the family influences the development and personality of the child. Pick out and jot down those factors illustrated in the film that help to make a "good" family. What was wrong with the tense, unhappy family? What personality traits might the children from the "good" family develop as they are growing up? What personality traits might the children from the other family develop?

Think about you and your family and write a short paper on how you think your family has influenced you.

Spend at least an hour with a family that has small children. Write a short paper on how you feel this family is influencing their child or children.

Synthesis:

Divide into groups according to your position in the family (only child, youngest child, etc.) Discuss and jot down all the ways in which you think your position has influenced your life. Include the advantages and disadvantages. Read references relating to position in famly and then compare your group findings with the reference material. How will this information help you in learning about and understanding children?

Write a paper on "What I consider is important in family living in order for the child to develop a healthy personality."

Discuss in a circle discussion (see Appendix D) the following topic, "Why it takes 'good' families to grow good people." List the specific contribution on the blackboard.

Write a paper titled "Every member of the family has a responsibility to help other members develop a healthy personality."

Evaluation:

Read a story or book that covers aspects of family life and evaluate the family life that is portrayed as it relates to the child's growth and development. (Stories can be found in textbooks and current periodicals.) A particularly good story for this assignment is in McCalls, August, 1965. "Reason for Gladness." pp.72. (A joyous novel of family love.)

Generalization IV: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential. III $_5$

Sub-Generalization A: Every human being needs affection, needs to feel adequate, and needs recognition as a person of worth from those he cares about.

Desired Outcomes:

1. Becomes aware of the basic needs of children at the various levels of development.

2. Learns how the basic needs of the child may be met.

References:

Brisbane, The Developing Child. p. 64.

Children's Bureau, Infant Care.

Children's Bureau, Your Child From 1 to 6.

Children's Bureau, Your Child From 6-12.

Duvall, Family Living. pp. 317-321

Ilg. & Ames, The Gisell's Institute's Child Behavior, Ch: 4, 5, 6, 8.

Poffenberger, Thomas, Recognition, A Basic Need.

Smart & Smart, Living in Families. pp. 40-49

Wallace, McCullar, Building Your Home Life. pp. 382-390.

Background Information:

All persons, even though they are different, have certain basic needs. There are some things a child needs if he is to grow into his best self. If he does not get the things he needs, he will grow up somehow but he will not, in all probability, become the person he could have been if his basic needs had been met. Some of these needs are physical and others have to do with his social and emotional development.

Children cannot be made to grow, but growth can be encouraged by good physical and emotional care. Growth itself comes from an inner force and is inevitable. The child will grow in some measure and in some fashion whatever care is provided for him, but he may not fulfill his growth possibilities unless he receives adequate care. He will grow best if his home and school provide an environment of affection, in which he can feel that he belongs, that he is loved and needed. A child needs to feel that the adults about him like him and are interested in him. If this feeling is lacking and if the child feels unwanted or unloved, growth may be retarded. (Jenkins)

There are different ways of stating the basic needs of children. Some authors have presented them in the following way:

List A: Need for:

1. Security (physical and psychological)
2. Warmth (" " ")
3. Activity
4. Sleep and Rest
5. Nutrition
6. Social Contact
7. Independence and dependence

Someone else has listed the needs in this way:

List B: Children need:

Physical: The right foods
Enough sleep and rest and exercise
Safe, clean, comfortable home
Clothes that are right

Children need to:

Emotional:

1. Feel adequate and loved
2. Be not afraid
3. Explore their world
4. Do things for themselves
5. Share in family life
6. Feel a sense of order in their living
7. Feel a sense of achievement

Another writer has compiled a list of basic physical and emotional needs in the following way:

List C: Physical: The need for:

Air
Food and Water
Elimination
Activity and rest

Mental & Emotional: The need for:

Mental activity
To love and be loved
To feel adequate
To seek meaning

Learning Experiences

Knowledge:

Divide into groups of 3 or 4. Choose one of the lists of basic needs presented in the background information. (Lists A, B or C). Study reference material to find out all you can about the needs on your list. (Each group may choose any list.) Explain what the need involves and give specific examples of how the need could be successfully met. Present your information to the class in an interesting way.

List as many basic needs of children that you can think of. Then study reference materials in class and add to your list.

After studying references, write a simple, clear definition of basic needs. Compare with members of your group and make up a clear definition using the ideas presented in the group. Present your final definition to the teacher, who will write the most satisfactory one on the chalk board.

Comprehension:

Observe a child or children in some activity. What need or needs did they seem to be fulfilling? Describe the situation and explain why you felt the need you identified was being fulfilled.

Application:

Prepare a bulletin board on basic needs of children. Ask permission to put the best one up for display at the next PTA meeting.

Analysis:

Invite 4 or 5 parents into class. Explain briefly about the basic needs of children. Then ask them to contribute to your understanding of the basic needs by answering questions such as the following: "Mrs. Jones, we have said that a child needs to feel adequate. What have you done with your child or observed others do that would help in fulfilling this need?"
(Your bulletin boards would help parents to remember the basic needs as they are participating.) Appoint 2 or 3 recorders to record the parents' suggestions. The next lesson period go over these ideas and compare them with what you have studied.

Synthesis:

Write a paper titled, "Basic Needs of Children and How to Meet Them". Submit the better ones for publication in the school paper or local newspaper.

Write a paper by answering the following:
1. What do you feel are your basic needs?
2. What are some ways you use to fulfill these needs?
3. How does this compare with meeting the basic needs of the child?

Evaluation:

Conduct a survey in your neighborhood. Ask 3 or 4 adults, "What do you feel are the most important needs of an infant? A toddler? A pre-schooler? And a school age child?" Bring your answers to class and evaluate the answers according to what you have learned about basic needs of children.

Basic Needs of Children (Parent Survey)

	Infant	Toddler	Pre-Schooler	Middle-Childhood	Teen-agers
Parent A					
Parent B					
Parent C					

etc.

Generalization V: There is a universal and irreversible pattern of individual human development. I_7

Sub-Generalization A: Development proceeds in orderly sequence.

Sub-Generalization B: Every child grows in an orderly pattern, but growth varies from child to child.

Desired Outcomes:

1. Realizes that certain characteristics are typical of children at certain ages.
2. Recognizes that "problem" behavior may be normal for a particular age level.
3. Becomes aware of the order in growth.

References:

Brisbane, The Developing Child. pp. 62-63, 69-71, 85, 120-121, 144-145, 155-157, 165-166, 199-202, 257-258, 340, 363-367.

Children's Bureau, Infant Care. pp. 34-57.

Children's Bureau, Your Child From 1 to 6. pp. 3-59.

Duvall, Family Living. pp. 302-310, 312-315.

Hurlock, Child Growth & Development. Chapter 12.

Hymes, The Child Under 6, ch. 19, 32.

Ilg. & Ames, The Gesell's Institute's Child Behavior. Ch. 2.

Smart & Smart, Living & Learning With Children. p. 128, 143, 153.

Spock, Baby & Child Care. pp. 260-61, 346-368, 384-398.

Wallace & McCuller, Building Your Home Life. pp. 378-79, 401-405.

Films:

Terrible Twos and Trusting Threes. (22 min.)

Frustrating Fours and Fascinating Fives. (22 min.)

From Sociable Six to Noisy Nines. (22 min.)

Background Information:

Experts in Child Development have learned a great deal about the way development occurs. One step follows another in a regular and predictable sequence. However, a chart of normal development breaks down when applied too closely to any one child because each child also has his own unique personality. A child behaves the way he does partly because he is at a certain stage of development and also due to his heredity, family influences and his self-concept.

Certain kinds of behavior are normal for children at various ages. Unless you learn to recognize them, you may misunderstand a child's actions. You may even think he is misbehaving. It is normal for children to be curious, to flit from one activity to another, to want to be independent, to move slowly and to want to explore everything.

Behavior of small children may be perfectly normal for their own age but irritating to grownups who expect children to act as "small adults" rather than as the little experimenters that they are. (Brisbane)

More often than not, what adults call problem behavior is perfectly normal for the child at his age and level of development.

So-called behavior problems have been categorized by Elizabeth Hurlock into the following:

1. Health Problems
2. Problems of Muscle Control
3. Speech problems
4. Emotional
5. "Bids for attention" problems
6. Social problems

Knowledge of growth stages can give you an idea of what to expect. You can be prevented from feeling too much surprise or discouragement when an unattractive (to you) stage of behavior occurs. Perhaps you will be more patient if you realize that there are 5 steps leading up to the behavior you're looking for and therefore, you won't expect the child to jump suddenly from one to five.

The steps to growing up are pretty much the same for everybody but the way each child climbs these steps (or goes through the basic stage of growth) is a little different for each child because of his own individuality.

Each individual normally passes through each major stage of development and each developmental phase has characteristics of it. Each child grows in his own unique way; slow growers, fast growers, and "normal" growers.

Characteristics of "Toddlers" (Age 1 to 2 yr.)

15 Months Old

At 15 months the behavior picture seems to lose its harmony and equilibrium. This is the dart and dash and fling age. The give-and-take of to-and-fro rapport is superseded by one-way behavior. The 15-month-old child is no longer a mere creeping and cruising baby. He strains at the leash with his new found powers of walking and toddling. He likes to overturn waste baskets; he likes to pull off his shoes.

His gross motor drive is powerful. He is ceaselessly active with brief bursts of locomotion, starting, stopping, starting again, climbing and clambering. It is as though he were an aggressive jeep putting himself through all its paces.

If he is confined to a pen, he is likely to pick up each toy and fling it outside. This is a gross type of prehensory release, a casting pattern which needs practice, - at least in his own estimation. Developmentally, crude casting precedes more highly coordinated forms of throwing. But this casting is not altogether crude because the baby is casting with his eyes as well as with his hands. He is using his eyes alertly to see where an object falls, as it falls. This is a significant exercise in distance perception, in ocular accommodation and convergence. It requires agile coordination of his various eye muscles.

The 15-month-old child is not all bluster and bumble. Surprisingly enough he can poise one cube over another and release it with sufficient neatness to build a tower of two. In the ancient history of the race this was an important construction feat. It is a significant achievement in the history of the individual.

The release pattern is now so refined that the baby can pluck a pellet and drop it into the mouth of a small bottle. He does this without instruction or demonstration. We simply place the pellet beside the bottle. He responds with immediate spontaneity. Spontaneous behavior is often a key to developmental readiness.

18 Months Old

The 15-month-old toddler strains at the leash. The 18-month runabout is on the loose, colliding with new physical and cultural problems at every turn. The one-year-old, by reason of his locomotor immaturity and relative docility, is protected from excessive impacts of the culture. But the 18-month-old child is no longer a "mere" baby, and life is not so easy for him. Larynx, legs, hands, feet, bladder and bowel sphincters are all, concurrently, coming under cortical control. With such an extraordinary diversity of behavior patterns to coordinate, it is no wonder that he functions in brief spans and pulsations of attention.

His attention is sketchy, mobile; works in swift brief strokes. He lugs, tugs, dumps, pushes, drags, pounds, runs into nooks and corners and byways; goes up and down stairs; by one device or another, pulls a wheeled toy from place to place, abandons it, - and then resumes with variations, including walking backward.

He attends to the here and now. He has little perception for far off objects. He runs into them headlong, with scant sense of direction. He has little perception for far off events. No need to talk to him about the future. He may, however, understand and even execute a simple commission within his motor experience, such as "Go-and-get-your-hat." He has a few favorite expressions of his own: "all gone", "bye-bye", "oh-my!"

Although he has meager pre-perceptions, he has a significant sense of "conclusions". He likes to complete a situation. He puts a ball in a box with decision and caps the performance with a delighted exclamatory "Oh-My!" He closes a door; he hands you a dish when he has finished; - he mops up a puddle, - all with an air of conclusiveness, as if to say, "now-that's-done."

This is a most interesting growth phenomenon. It accounts for his punctuated demeanor. It reveals the operation of morphogenetic processes even in apparently trivial behavior. We are too blind to the significance of similar subtleties in the behavior patterning of the child of school age.

Managing A Toddler

Keep Life Simple!!

1. Remove breakable knicknacks as much as possible.
2. Crowds, noise and confusion should be the exception, not the rule.
3. Channel child's actions by suggesting something more or equally interesting. Avoid a battle of wills.
4. Actions speak louder than words to him. If you begin to do the things you want done, he'll often go along while muttering "no".
5. Words you use should be simple and clear. Long speeches confuse him.
6. Teach him the meaning of "hot", "hurt", "tastes bad" - rather than just saying "don't" or "no".
7. Try whispering your suggestions from time to time.
8. Follow through on your decisions.

What Are Two Year Olds Like?

Two Years Old

The two-year old cuts his last baby teeth. He still does not walk erect; his knees and elbows are slightly bent, his shoulders hunched, arms held out and back. His abdomen does not protrude as much as it did at 18 months. He leans forward as he runs. He can go up and down stairs without alternating feet and he can kick a ball. It will be another year before he can stand on one foot or pedal a tricycle.

He can turn a door knob and crudely imitate a circular stroke on paper. He likes to take things apart and put them together or fit one object inside another.

Jargon is being replaced by sentences. He likes to talk to himself, to repeat words, to name things and to suit words to actions. His vocabulary can vary from six to a thousand words, but this is the year for great language development.

He is not yet mature enough to play with other children. He prefers to play alone or engage in parallel play. He cannot play cooperatively - it is easier for him to watch what others are doing than to participate. He cannot share or let another child play with his toys. He must learn "It's mine" before he can share. He enjoys the human scene and imitates it in his play.

Two-and-a-half years

At two and a half, the child enters what is sometimes called the "imperial stage" because he behaves like a Roman emperor. Domineering and demanding, he is rigid, inflexible, wanting exactly what he wants when he wants it. He must give the orders, make the decisions. If he decides, "Me do it myself", nobody can help him. If he decides, "Mummy do", Daddy can't substitute.

Yet it is almost impossible for the two-and-a-half-year-old to make a clear-cut choice and stick to it. He says: "I will - I won't", "I want it - I don't want it", "Go out - stay in." Endlessly, he shuttles back and forth between opposite extremes.

He also stubbornly resists new ideas. If you read him a story before bedtime yesterday, he wants to hear the same one tonight. Because putting a two-and-a-half-year-old to bed can raise havoc in a household, it is wise to keep bedtime rituals as simple as possible. Don't give him a chance to demand that a complicated schedule be followed.

The nap is a real problem at two and a half years. Tie the door to his bedroom, if necessary, say Gesell experts, but be sure that the child can't climb on the window ledge. Because rocking now often reaches a peak, it's a good idea to pad the crib heavily. Put a soft rug under it and make sure the crib is screwed together tightly so that it won't creak.

Working around these rigid behavior characteristics is usually more successful than trying to meet them head on. Try to streamline all routines, make the decisions yourself and avoid situations where the child takes over. Avoid giving the child choices except when it doesn't matter, as when you ask: "Do you want the red one or the blue one?" Avoid questions which can be answered "No". For example, don't ask: "Can you hang up your coat?" Ask: "Where does your coat go?" Use suggestive words and phrases such as "you forgot", "needs", "has to have", "it's time to", as well as face-saving commands like "How about --?" or "Let's --".

Your patience and willingness to use endless techniques will help you get through this difficult period. So will a little humor. If your child angrily shouts, "No, no, no," you can laughingly reply, "Yes, yes, yes." On unimportant matters, of course, you can bow to your tyrannical little emperor with, "Certainly, your majesty!"

What Are Three-Year-Olds Like?

3 Years.

1. Things quiet down, briefly, at three for most children.
2. The typical 3-year-old uses the word "Yes" quite as easily as he formerly used the word "No."
3. Three likes to give as well as take.
4. He likes to share--both objects and experiences.
5. "We" is another word which he uses frequently. It expresses his co-operative, easy-going attitude toward life in general.
6. Good equilibrium with people and things around him.
7. He no longer seems to need the protection of rituals.
8. Greater maturity has led him to feel much more secure.
9. The child is no longer rigid, inflexible, domineering, grasping.
10. No longer does everything have to be done his way. Now he can not only do it your way, but can enjoy the doing.
11. He likes to make friends and will often willingly give up a toy or privilege in order to stay in the good graces of some other person.
12. Increased motor ability is evident.
13. Increased ability with and interest in language help him to be a delightful companion.
14. He loves new words, and they can often act like magic in influencing him to behave as we would wish.

3 1/2 Years.

1. At three and a half there comes, in many, a tremendous change.
2. A period of marked insecurity, disequilibrium, incoordination occurs.
3. Motor incoordination, for example, may express itself in stumbling, falling, fear of heights.
4. A child who has previously shown excellent motor coordination may go through a period of extreme motor disequilibrium. Hands alone as well as the total body may be involved.

5. Stuttering very often comes in at this period in children who have never stuttered before.
6. Tensional outlets are often exaggerated in this 3 1/2-year-old period.
7. Child may blink his eyes, pick his nose, exhibit facial or other tics, masturbate, suck his thumb excessively.
8. Along with motor and verbal difficulties often come tremendous difficulties in relations with other people.
9. Crying, whining and in frequent questioning, especially of his mother: "Do you love me?" "You don't love me." "Don't look", "Don't talk", "Don't laugh".
10. Demand that all attention be focused on himself.
11. Become extremely jealous of any attention paid by members of the family to each other.
12. Extremes (very shy one minute, overboisterous the next).

Fours and Fives

Characteristics (as shown in film "Frustrating Fours and Fascinating Fives")

Four Year Olds:

1. Fours have trouble carrying things through to conclusion.
2. Accept rules.
3. Musical development is just beginning.
4. Fours need large work, not small fussy work.
5. Need guidance repeatedly for learning experiences.
6. Learn to say "no" expressing individuality.
7. Small detail work soon becomes frustrating.
8. Age of inattention and inconsistency.
9. Name calling is common at this age, especially around company.
10. The four-year-old learns a great deal by asking questions and observing.
11. At the age of four, a child can usually dress himself rather clumsily.
12. Self-support and reliance is just in the beginning stage.
13. When the child puts his mind to something, he can do it but often rejects it, etc.
14. Four-year-olds are full of high drive and play with much imagination and they let this off by their play and action.
15. Four-year-olds exhibit unending inquisitiveness.
16. Co-ordination and logic are only partially developed.
17. Attention span is extremely short and enhanced by simple fascinations.
18. High energies must be expressed in expression activities, as free-play.
19. Can do simple rhythm activities.
20. Cannot do intricate hand work as frustration level is low.
21. Awareness and development of social graces not controlled at this age level.
22. Four-year-olds are easily frustrated.

23. Four-year-olds span of attention is short.
24. Can play together in simple games.
25. Have trouble carrying simple projects through.
26. Sound judgment, logic are just at the beginning stage.
27. He is a master of inattention.
28. Four-year-olds are inconsistent in behavior.
29. Behavior seems to have deteriorated since 3 years old, such as refusing to come when called.
30. Four-year-olds are full of energy that must be used in free play.
31. Have a good imagination.
32. Age of "why" and "how" can help children be more aware of surroundings.
33. Manners can't be counted on at four.
34. Absorb a lot by observing and they begin to learn to conform.
35. They go back and forth between baby dependence and independence.

Five-Year-Olds

1. The five-year-olds love routine. Routine assignments are important to them, i.e., calling daddy to breakfast.
2. They like to make things with their hands and they are proud of their accomplishments.
3. Figure more compact and coordinated.
4. Entertains self without constant support of others.
5. Can express self by means of language.
6. Responds more quickly to discipline than at four-years-old.
7. Can follow varying rhythm and translate to various instruments.
8. The baby look is lost.
9. He has a special routine and is more independent of adults than at four-years-old.
10. His questions should be honestly answered at this age.
11. Play activities are based on better sense of cooperation.
12. Movements, though more coordinated, are still quick and short.
13. Longer span of attention.
14. Learning more of life and want explanations.
15. Like vigorous physical energy.
16. Like to pretend and play roles.
17. He is now independent - can entertain himself.
18. Love routine.
19. Children's humor is spontaneous and it grows.
20. Five-year-olds like to learn through doing, talk and explanation.
21. Five-year-olds are able to listen by longer periods.
22. Fives play together better and respond quickly.
23. Can cooperate - work hard, concentrate well.
24. They need some freedom.
25. They thrive on encouragement of adults.

Middle Childhood - Characteristics of 6, 8 & 9-year olds (From Film: "Sociable 6 to Noisy 9")

Six-Year Olds

1. Are influenced by rigidity of school pattern.
2. Enjoy combination of simple and intricate, involved toys, i.e., block vs. doll house.
3. Through contacts such as being read to, sense feelings of love and affection by parents.
4. Enjoy dramatic play.
5. Need self-confidence which is gained through success experiences.
6. Somestimes tell tall tales to bolster their self-confidence.
7. Use large blocks to build elaborate structures.
8. Have short interest in quiet activities.
9. Like to be able to help their mothers with setting chairs.
10. Enjoy being cheerful.
11. Are temperamental when they feel inferior.
12. Love to exaggerate.
13. Are beginning to assume sex roles--boys more than girls.
14. Are shifting their attention from one thing to another fairly rapidly.
15. Enjoy being useful.
16. Enjoy being read to.
17. Aren't quite old enough to be reliable and they are, at times, temperamental.

Eight-Year Olds

1. Express their frustrations by fighting.
2. Boys have no interest in girls. They are content to play with other boys.
3. Need help with personal relationships.
4. Find games a popular activity.
5. Need suggestions about their manners as they are not always the best.
6. Like to belong to groups such as Cub Scouts.
7. Tend to be messy and generally forget to pick up their belongings.
8. Have heroes whom they look up to and admire.
9. Like to follow behind older brothers and sisters and they become angry or hurt when they are left behind.
10. Commonly exhibit so-called "stealing" tendencies.
11. Enjoy conversing with their parents at the dinner table.
12. Are energetic and can't judge when they have overdone.
13. Extend their horizons by having people read to them.
14. Enjoy babies.
15. Are able to sit down with parents and make plans and discuss problems.

18. Begin to play in one-sex groups.
19. More affected by neighborhood than previously.
20. School's influence is very great; the home is the center of everything.
21. Collect things and needs a special place for them.
22. Hero worship.
23. May "steal" and "lie".
24. Common phrase "I'm no good!" as child is just developing self-confidence.
25. Like to be read to when stories are outside of their ability. Enjoy trips to library.
26. Excursions to points of interest are exciting; more than one trip to the same place at different age is good.
27. Curiosity often gets them into trouble.

Nine-Year-Olds

1. The nine-year-old often does not want his younger brother along. This results in fights and arguments.
2. Nine-year-olds are just developing skills at sports and often get frustrated even when getting help from father.
3. Roughhousing is very common among boys around 8 and 9 years of age.
4. The 9 year old starts to think for himself.
5. Nine year olds are very critical of others.
6. They often do not finish things they start.
7. They lead a very active life.
8. Nines like to feel accomplishment!
9. Girls develop faster than boys.
10. Boys and girls do not usually play together.
11. Become more interested in environment.
12. Need rules to follow.
13. Have Hobbies and Heroes.
14. Like own things - sense of ownership.
15. Forgetful.
16. Jealousy expressed as self-righteous behavior.
17. Parlor games are popular.
18. Need constant suggestion to remember rules and manners.
19. Children sometimes don't realize they are tired.
20. Like to hear stories - use imagination.
21. Enthusiasm greater than ability to concentrate.
22. Children need to be paid for some jobs to teach them value of money.
23. Place exaggerated value on friends.
24. When rejected by friend, may be depressed for days.
25. Likes to feel part of a group.
26. Pretend world often more real than real one.
27. Like to collect odd bits of things and likes to have a secret place to keep treasures.
28. Needs private place to keep belongings.

Dominant characteristics relating to play at various age levels.

Characteristic	Age Level
Fascinated Watcher	2
Pinching - pulling	2
Group hungry	3
Buffets use (favorite doll, blanket)	3
Bragger	4
Imagination	4
Grandiose	4
Conformity	5
Practical	5
Wants to feel useful	5
Sensitive	6
Swarm	6
Tattler	6
Fighter	7
Cliques	7
Gang	7
Swapper	7
Sophisticated drama	7
Voter	7
Rules Important	7
Secrets	7

1. A child behaves the way he does because he is at a certain stage of growth.

   a. A one-year old gets about rapidly, creeping and crawling, perhaps even walking. He crawls up stairs, he gets in and out of furniture. He contributes a few words to the conversation -- hi, bye-bye, mama, dada. He wakes, sleeps and eats in a definite pattern. He settles down to a long sleep and one or two naps. He reduces his meals from six or more to three a day. He has learned to chew, although he may still have need to suck. He may have from four to six teeth which makes his biting business-like. He knows his mother and his father and other members of his family. He distinguishes strangers. He is more interested in people than in toys and likes to play games such as patty-cake and peek-a-boo. He can spend half an hour alone with his playthings.

   b. Before a second birthday, the child:

      (1) Crawls upstairs without help, gets about the house and yard with only occasional problems. Rides in stroller or walks.

(2) Eats with a spoon from bowl or cup, without help or too much spilling.

(3) Performs useful things, such as "helping the baby" and bringing named objects from nearby places. Opens and closes doors, climbs up on chairs to reach, removes simple obstacles from path. Uses basket to carry things.

(4) "Helps" with undressing by removing socks and shoes. Uses short sentences, and has vocabulary of twenty-five words or more. Names familiar objects for practical purposes.

c. Before a third birthday, the child:

(1) Occupies self without "looking after" at own play such as drawing with crayons, building from blocks, dressing dolls, looking at pictures. Uses blunt-end scissors in cutting paper and cloth, is not purposefully destructive.

(2) Gives simple accounts of own experiences and tells stories that can be understood. By action or speech makes known desire to go to toilet. Seldom has daytime "accidents".

(3) Avoids simple hazards. "Comes in out of rain." Is careful about falling when on stairs and high places, avoids sharp edges, broken glass, etc., and should keep out of streets. Takes wrapper off candy.

d. Before the fourth birthday, the child:

(1) Washes hands acceptably without help to the point that he can dry them without soiling the towel. Puts on and buttons clothes, but may need help otherwise in dressing. Few daytime "accidents".

(2) Walks downstairs without help, one step at a time. Runs, skips, marches, and shows other simple rhythm.

(3) Takes part in such group activities as simple games; joins in simple tea parties and activities requiring no skill. Performs for others if encouraged.

(4) "Helps" in small ways about the house, such as running short errands, picking things up, feeding pets, dusting.

e. Before the fifth birthday, the child:

(1) Dresses self, except for tying laces, ribbons or ties. Does all own buttoning, but clothing is laid out. May need help with muffler or overshoes, especially with difficult close-fitting clothes.

(2) Washes face, except ears, acceptably and dries his face without help. Goes to toilet alone without help, brushes teeth without supervision, unfastens own clothes; no daytime "accidents".

(3) Goes about neighborhood unattended; may be restricted as to areas or "deadlines" so he can be found easily, but should be on his own within his limits. Plays in small groups such games as tag, jump rope, hopscotch, marbles, etc.

(4) Draws with pencil and crayons simple but recognizable forms of man, house, animal and landscape.

Learning Experiences

Knowledge:

In order to better understand that the child goes through certain steps in his growth and development, list the steps a child usually goes through before he learns to walk. Do the same for learning to feed himself, etc. (You'll need to use the references you have in class.)

View the film(s): (Terrible Twos & Trusting Threes, Frustrating Fours & Fascinating Fives, From Sociable Six to Noisy Nine). Jot down the behavior characteristics you observe for the appropriate age levels. Compare lists and devise one master list to have dittoed for class reference.

Study the references relating to common characteristics of children. Choose one age level and make a list of common characteristics for that age child.

Comprehension:

Observe 3 children of different ages. Identify the ages. List separately the characteristics of each child you observe. Compare your findings with your list or chart of common characteristics that you made in class.

Invite mothers of 4 or 5 children of different age levels to bring their children to class. Use the list of characteristics you made up and check off those characteristics that you are able to see in the children. (This can be an informal type of class period. Have a few play materials around the room. Talk with the mothers and let the children "roam" around the room if they wish.)

Application:

For a week keep track of a child's misbehavior (according to adult standards). State the age of the child, the misbehavior and the common characteristic at that particular age.

A Week's "Misbehavior"

Age of Child	What He Did	Was it Part of of Common Characteristic	Related to
		(Yes or No)	State the common characteristic the behavior fits.

Working in groups, prepare Bulletin boards illustrating common characteristics at various ages.

Give an example of how you better understood a child's behavior recently due to your current understanding of common characteristics of children.

Analysis:

Interview parents and ask them to tell you what they consider to be problem behavior or misbehavior of their children. (Be sure they tell you the child's age.) Bring responses to class and in groups. Go over them and decide if the behavior is a normal part of growing up at that particular age. What do your answers imply?

For a week in your contact with children, keep track (jot down on cards) of all the things they did that was irritating to you. Bring your cards to class and exchange with each other. Decide whether the behavior stated on the card was part of growing up (common characteristic). Write your comments on bottom of card and give back to original owner.

Age of Child: ____________
What he did ______________________

____
____
____
____

(Leave space for comments)

____
____
____

Synthesis:

Present a panel on "Common Characteristics of Children at Certain Ages". Invite parents to attend. Have prepared a short, concise ditto sheet on the topic to give to the parents as they leave. Have the bulletin boards on common characteristics up to help reinforce your presentation.

Evaluation:

Make up a case study of a child that includes some kind of behavior and common characteristics for his age level. Trade case studies in class and evaluate the accuracy and judgment of the study.

Generalization VI: An optimal atmosphere for the socialization process in our society seems to provide a combination of affection and control. III 21

Sub-Generalization A: Children need discipline in order to develop independence and self-control.

Desired Outcomes:

1. Learns why children need discipline.
2. Recognizes the difference between discipline and punishment.
3. Realizes that there is a reason for all behavior.
4. Becomes better able to use methods and techniques of effective discipline.

References:

Brisbane, The Developing Child. pp. 31, 120, 200-201, 215-216.

Children's Bureau, Infant Care. pp. 50-52.

Children's Bureau, Your Child From 1-6. pp. 24-25, 40-43, 29.

Duvall, Family Living. pp. 321-329.

Hurlock, Child Growth & Development. pp. 221-236, 346-347.

Hymes, The Child Under Six. ch. 16, 17.

Hymes, Discipline.

Ilg. & Ames, The Gesell's Institute's Child Behavior. pp. 33, 35, 38, 42, 71, 353-367.

Linkletter, The Secret World of Kids. ch. 2, 3, 6.

Shelley, Learning About Children. pp. 181-186.

Smart & Smart, Living & Learning With Children. pp. 63-66, 72-85.

Smart & Smart, Living in Families. pp. 293-295.

Spock, Baby & Child Care. pp. 45-49, 323-335, 573.

Wallace, McCullar, Building Your Life. pp. 377-382, 406-407.

Films:

Helping The Child Accept the Do's. (11 min.)

Helping The Child Accept the Don'ts.(11 min.)

Background Information:

Discipline is a system of helping children grow in self-control, conscience, and moral judgments. Although force and fear may make a child do what an adult wants him to do, they do not help him grow in self-discipline; that is, they do not help him develop a conscience. Firmness is necessary because a child has to know what he may do and what he may not do. But firmness is not the same thing as harshness. A child learns best when learning is pleasant. Learning is kept on a pleasant basis by using punishment sparingly and rewards more frequently. (Smart & Smart)

Six Guides to Discipline

I wish I could offer one easy solution to this discipline dilemma, but no one on earth can do so. Parents are inevitably engaged in a long process, and their relationship with their children is renewed each day. We, who try to study these problems with a sense of proportion cannot offer a magic formula. But experience has taught us certain guidelines:

1. Remember that your child looks to you for authority and guidance. Give him this security, but make co-operation and eventual self-control the goal.

2. Mean what you say, but keep demands simple. Do not hesitate to exact obedience when it is important to do so. Let your voice tell a child that you mean business, but reserve this tone for the occasions on which it is really needed.

3. Don't use threats or ultimatums that you cannot carry out. Try to be consistent but not so stubborn that you never make exceptions -- like allowing your young children to stay up after bedtime when Grandma visits, or agreeing on a later-than-usual curfew after a high school dance.

4. Set limits from the beginning, but work toward mutual understanding, a sense of responsibility, and consideration for others. Don't be afraid to admit that you can make mistakes; your child will respect you for your honesty.

5. Show disapproval, even annoyance sometimes, but give plenty of praise. Your approval is tremendously important to your boy or girl.

6. In disciplining, keep in mind your long-term goal - an independent, responsible adult. The purpose of punishment is not to make the child suffer, but to

> teach him. Punishment alone can't do that job, any more than medicine alone can build good health. Your youngster needs you to control and guide him until he has learned to direct himself. Then, just as you once let his hand go after crossing a dangerous street, you can finally say, "There - now you may go."
>
> Sidonie Matsner Gruenberg

Discipline

Common Mistakes

There are some common mistakes and situations which frequently lead to difficulties. These conditions do not always produce behavior difficulties immediately, but they cannot help but have some adverse effect on the child's development and thus should be avoided if at all possible.

1. Insufficient parental affection and acceptance. Of course Most parents love their children, but some parents manage to hide this affection so completely that the children cannot feel that they are loved and wanted. Sometimes children are aggravating; parents show their annoyance and the children may feel insecure.

2. Misused or smothering parental affection. This is when the parents try to control the child by the use of affection and appear to withdraw their love when the child misbehaves. Sometimes parental affection leads to overdependence when the parents really hinder the child's growing up.

3. Parental anxiety. This may show up in an overemphasis of the child's mistakes, or in too much pressure for perfection.

4. Parental compensations. This is when the parent tries to have the child achieve what they themselves could not achieve. It is a form of unrealistic parental expectation that makes the child feel inadequate or insecure because he is unable ever to satisfy the parent.

5. Unreasonable demands and requirements. This is sometimes thought of as a too strict discipline. It is not so much the strictness as the multiplicity of requirements that produces a feeling in the child of being hemmed in and of having every detail of his life managed for him. When the child cannot meet all that is required of him, he has a feeling of failure and inadequacy.

6. Inconsistency. This leads to confusion and uncertainty. The child cannot learn what to expect or what is required of him. He may develop a feeling of injustice when he is punished one time for something that had just been laughed at previously.

7. Irregularity, disorder, and confusion. Children can only feel secure if there are sufficient order and regularity in their world that they can feel that there are some things on which they can depend. Not only is learning hindered but a child's basic security is threatened by confusion and disorder.

8. The use of various undesirable techniques. Perhaps it will be enough merely to name some of these: The use of fear, nagging, fault-finding, disparagement, threats, coaxing, extracting promises, bribery, physical punishments, and any other technique that is unfair or violates the essential dignity of the child.

9. Highly emotionally charged situations. When the child is living in a home where there are constant tensions, conflict, strains, and worries, it is very difficult for him to have that feeling of stability that is conducive to healthy development.

One of the features of the make-up of most children is their resiliency. They usually do recover fairly promptly from disturbing situations. However, there is a limit to this and when the unhealthy situation is constant or recurs frequently, it is more than most children can tolerate, and they begin to show the effects in their behavior. It is the persisting, constant, or frequently happening conditions in the home that have their effects on the child. Of course, a single experience, if it is vivid enough or frightening, can also leave its scars and start trends in development. But, in general, if the background picture is sound, occasional mistakes by the parents are not too serious.

Discipline & Child Guidance, Karl S. Bernhardt

To many people, discipline has a harsh, old-fashioned sound, for to them discipline means punishment, pain, and fear. This is the narrow, negative view of discipline - discipline as essentially correction. But as we shall see later, discipline can be basically positive: training, not correction; guiding, not punishing; arranging conditions for learning, not just inhibiting and restricting.

Discipline is an essential characteristic of any society. No family, school, club, or community can run smoothly without rules and regulations and some means of enforcing them. No individual can be a participating member of any group without subjecting himself to control. Control may be external, pressure exerted by the group, or internal, self-discipline or internalized controls. There can be no question of the necessity for discipline.

Whether it is a helpful educative procedure or a punishment will depend mainly on the attitude of the adult. If the parent means it as a punishment, it will have that meaning to the child, but if it is used as an educational device, the child will realize that the parent is being helpful and not mean.

The adolescent does need guidance but the guidance that will be effective is not so much rigid control and direction as advice, the chance to discuss his problems, moral support, trust, and confidence.

1. Adolescents need recognition to combat their natural feelings of insecurity. As long as the praise, approval, and recognition are sincere and deserved, there is very little danger of overdoing it.

2. Adolescents need to feel that they are trusted, that people, especially parents, believe in them. And they tend to live up to the expectations people have for them, if the expectations are realistic.

3. Adolescents need to know the limits, reasonable restrictions, and requirements. But they also like to feel that these rules and regulations are things about which they themselves have had some say.

4. Adolescents need help in solving their problems. But help does not mean providing ready-made solutions. They can be encouraged to look carefully at the pros and cons of any course of action and to arrive at a decision on important matters only after careful thought.

5. Adolescents need to feel that some of the things they are doing are important.

This parental responsibility is made up of two functions. One is the affectional function and the other is the discipline function. They complement each other. Love is important but love is not enough; there must also be discipline. Discipline as a plan of training is important, but discipline is not enough either; there must be love.

Children must have air to breathe and food to eat to stay alive. And they must have an atmosphere of affection, acceptance, and understanding for healthy development. Children can be just as malnourished emotionally as physically. An emotional deficiency can have far-reaching effects. Another whole book could be filled with descriptions of the variety of quirks, distortions, and neurotic tendencies that can result from living in a poor home environment.

Parental Behavior Code

Toledo, Ohio (AP) - In the field of instructing parents on how to bring up children, there is advice from experts in the field - children themselves.

Being compiled here is a "Code of Behavior" for parents. The code grows out of suggestions from four sixth-grade classes - two each from Beverly and Marshall schools here.

The 11 and 12-year-old experts were asked to draw up some guide lines for parents to follow in handling their offspring.

The group produced hundreds of suggestions but many had underlying common grounds. Subjects most often mentioned were bedtime, methods of punishment, fair treatment of all children in a family, and, of course, the modern child's favorite toy - television.

Among the don'ts for parents were:

Don't pay attention to only one child.
Don't baby them.
Don't let them tell you what to do.
Don't let the child feel lonely.
Don't spoil them.
Don't blame everything on the older children.
Don't always make them take a younger brother or sister along everywhere they go.
Don't punish all the children for something only one has done.
Don't make one child clean up after another.

On the positive side, the children suggested:

Spank them when needed.
Try to understand them.
Help them with their homework but don't do it for them.
Teach children to treat other children with respect.
Listen to the children's side of things.
Be more fair about letting them watch television.
Treat children in the family according to age and send them to bed according to age.
Find out what happened before blaming a child.
Let the children earn an allowance.
Practice what you preach.
Some of the children voiced specific complaints about parents. And one child put his suggested rule for parental behavior simply and clearly: "Don't be such a grouch."

Source: Virginia E. Twitty
Extension Home Ec Specialist

Little children learn slowly and forget quickly. It takes much time and patience to teach them what to do. They must be told over and over again, then shown; & then told again. -- (Hurlock)

Discipline does involve punishment, but especially in the case of young children, punishment is not all there is to discipline. Before punishment is administered, there should be definite and conclusive evidence that the child's misbehavior is intentional. It is very unfair to punish for ignorance, especially when a young child has no way of knowing that his behavior is wrong unless he has learned that it is wrong.
Hurlock

Unsatisfactory Forms of Punishment

1. Spanking - The severity of the spanking is rarely determined by the degree of misbehavior but rather by the way the adult happens to feel at the time - tired, irritable, etc. Spanking puts too much emphasis on the child, rather than the act.

2. Other corporal punishments such as slapping, whipping with some objects.

3. Scolding & nagging -- may make child feel inferior & resentful.

4. Locking Up -- No relationship between child's misbehavior & form of punishment.

5. Sending to Bed: no relationship and causes child to resist going to bed.

Satisfactory Forms of Punishment

1. Making amends - child learns he will have to do something to compensate for his original act.

2. Isolation - child is deprived of pleasure of social content until he is willing to apologize & promise better behavior in the future.

3. Depriving the child of something.

(Hurlock)

Misbehavior Has Causes. These may be:

Fatigue
Boredom
No yard to play in
Over-excitement
Hungry
Common Characteristics (growing pains)
Misunderstanding
Frustration
Immaturity of child
Family relationships
Nobody to play with
Spoiled
Over-indulged
No limitation or not know them

etc.

Some suggestions when using punishment are:

---It should be done immediately after the offense.
---The child needs to see the connection between the punishment and the offense.
---Try not to make the child feel unloved.
---If the child is put in a room alone for punishment, he may dwell on his faults and misdemeanors.
---Approve & praise desirable actions.
---Do not label the child as bad because of the act.

Children need freedom with definite boundaries. A young child does not have the experiences or knowledge to choose completely when and what he will eat. He will become confused if he has absolute freedom in a play situation. But he will become increasingly responsible and controlled if he is given choices, if his desires are considered and compromises reached.

Interrupting the child when he is doing something may cause him to feel less inclined to finish what he starts. A child should usually be allowed to continue at his play long enough to carry out his ideas.

To have real freedom, there needs to be limitations. For example:

The child should not be allowed to hurt the baby --but--he should be allowed to play with dolls as he wishes.

The child should not be allowed to throw paint--but--he should be given large sheets of paper to paint on.

Some reasons children refuse to eat are:

1. They imitate other children who do not eat.
2. The standards at the table are too high; parents demand grown-up behavior.
3. Physical defects bother eating-(colds, stuffed up noses, etc.)
4. Over-solicitous parents dote on every bite the child takes.
5. The child is upset emotionally.
6. The child doesn't like the food.

Children have a reason for doing what they do.

Using fear in punishment is a very shaky basis for discipline.

Positive discipline limits the child's freedom in certain ways, but at the same time, it equips him with knowledge and skills that increase his freedom in other ways.

The constructive aims of discipline are:

1. To provide the child with opportunities for expressing themselves in acceptable ways.

2. To protect the child from physical harm.

3. To protect the child from his own impulses.

4. To keep the child from infringing on the rights of others.

In setting standards the child needs to know clearly what adults expect of him.

In guiding the young child's behavior, adults should avoid the temptation to set up a complex, burdensome body of rules. Too many rules can make life difficult for the grownup as well as the child. Children may deliberately rebel if too many rules are set on them.

Letting a child know the reasons behind rules sometimes helps him to see that rules are not made merely to keep him in check or to make life miserable for him. However, it is unrealistic to suppose that explanations will necessarily make the child more respectful of the rules. A child who is younger than five years should not be expected to control himself just because he has heard the reasons for a rule. Even children who are capable of understanding the reasons behind rules will not necessarily always follow the path of reason.

The best way to deal with disciplinary problems is to prevent them.

Encourage imitation of adults if the adults set good examples.

Standards should not be too high for children, and neither should children be over-protected.

Children need definite freedom within definite boundaries.

Consistency in standard should be followed, but consistency does not mean rigidity. If the general approach in matters of discipline is consistent, a little flexibility is not only permissible, it is essential.

Isolating the child from the source of disturbance can help both the child and adult regain some self-control.

Deprivation of some possession is best when it is closely related to the child's offense.

Spanking older children is usually unadvisable as a form of punishment because it may injure his sense of self-esteem.

Physical punishment is resorted to when discipline breaks down.

Some children seem to need constant reassurance that they hold their parents' love, in deed as well as in word.

Discipline Suggestions

Use positive rather than negative suggestions or statements: (Close the door gently - not "Don't slam the door".)

Use encouraging rather than discouraging statements: ("You can do it." not "Is it too hard?")

Use specific rather than general statements: (to a 3 year old, "Put your socks on - Now put on your shoes.", not "Put on your clothes.")

Use pleasant requests rather than scoldings: ("Please pick up your materials." not "Get those things picked up.")

Be consistent in requests: (Structure bounds and let them in on these bounds allowing no exceptions until bounds are ready to be expanded.)

Use substitute suggestions rather than negative commands: ("Use that pencil from the drawer over there" not "Don't do that")

Use unhurried directions rather than hurried commands: ("You can do it quickly;" not "Hurry up! Hurry up!")

Give a child a choice of activities: ("Would you like to paint or read now?" not "Read now.")

Keep verbalism to a minimum (Keep the voice down, and expect calm not calamity.)

Use manual guidance to aid verbal suggestions with the young: (take by the hand - "Would you like to sit down here?" not "Sit down!")

Avoid issues with children: (Discuss misconduct in private.)

Avoid making threats: (If they are not followed through, undesirable behavior is reinforced. If you must carry out threats, everyone is hurt.)

Isolate hyperactive children when necessary: (Not as a punishment, but to decrease stimulation. Help the child to understand why.)

Stimulate the shy and withdrawn children: (Make opportunity for successes with generous sincere priase and encouragement when successes come.)

Johnson, M. W., "What We Say and Why We Say It".
Childhood Education: 14. (April 1938,
pp. 359-62)

If a child lives with	He learns
1. Criticism	to condemn
2. Hostility	to fight
3. Fear	to be apprehensive
4. Pity	to be sorry for himself
5. Jealousy	to feel resentment and/or suspicion
6. Encouragement	to be confident
7. Tolerance	to be patient
8. Praise	to be appreciative
9. Acceptance	to love
10. Approval	to like himself
11. Recognition	to have a goal
12. Fairness	what justice is
13. Honesty	what truth is
14. Security	to have faith in himself
15. Friendliness	that the world is a nice place to live in

-- Dorothy Law

Learning Experiences

Knowledge:

Using your readings as a guide, list the possible reasons a child may have for misbehaving. Ask parents to give you as many reasons as they can think of for misbehavior.

List the actions of children that you classify as misbehavior.
List the actions parents classify as misbehavior.(Ask them).
List the actions children classify as misbehavior. (Ask them.)
List the actions the "books" classify as misbehavior. Compare your lists. What does this tell you? Write a paper about your comparisons.

Misbehavior

I Think	Parents	Children	Books (Specialist)

Working in groups make up a list of "techniques" to use in disciplining the child. (Refer to reference materials.)

View the following film(s) and make notes of the technique portrayed in disciplining the children:

Helping the Child to Accept the Do's
" " " " " " Don'ts

Study reference materials in order to answer the following questions:
---What is discipline?
---What is the difference between discipline & punishment?
---Why is it necessary to discipline a child?
---What are some desirable forms of punishment?
---Does the age of the child have anything to do with discipline? Explain.
---Why do children need limitations?
---etc.

Make a list of punishments you have observed parents and others use on young children. Put into categories. (See background information.) Which type seems to be used the most? Why? What do the specialists in child development say about this type?

Note the children's reactions in the above observation. How many were favorable? unfavorable? How does your information compare with the information in the references?

Report to the class situations that you have observed where children were praised or rewarded in some small way for good behavior. What was the reaction of the child? Compare these reactions with the reactions of the children who were punished in other situations.

Application:

Arrange to question a child right after he is punished in some way. From his answers, indicate the attitude he has toward the kind of punishment he was given. You could write up your project in the following way:

Age of child:
What he did! Why he was punished:
Type of punishment:
Attitudes child felt as result of punishment.

Compare your findings with the reference material on punishments.

From your readings, make up a list of suggestions for helping a child to behave or to learn self-discipline.

Comprehension:

Observe cases of a child's misbehavior. Give possible reasons for the so-called misbehavior. Does trying to determine the cause of the undesirable behavior make a difference in your feelings toward the child? How?

Make up "quiz" of 10 true-false statements about discipline using references in class. (Be sure you have a key, answers to your quiz). Exchange papers and take the "quiz". Correct the "quiz" that you made up and hand back to the student. When you receive your corrected copy, check your incorrect answers by looking up the information.

Analysis:

Divide your class into three groups. One group conduct a survey in their neighborhoods to determine how parents feel about spanking. Another group conduct a survey among fellow students to determine how they feel about spanking. The third group conduct a survey among younger children to find out what they think about spanking. Bring results in understandable form to class and compare the findings to see the difference in attitude regarding spanking before and after becoming parents. What are the implications of these surveys to you as a possible future parent?

Recall a situation when you were punished as a child. What effect did it have upon you? How did you feel about it then and now? How does this self-examination help you to understand children better?

Write a paper on "The Kind of Discipline that seemed to help me the most when I was a young child" and "The kind of Discipline that seems to help me most now."

Synthesis:

Divide into groups of 3 or 4 and make up a chart that offers suggestions for "handling" children. (See next page for chart form.)

Disciplining Children*

The Child's Behavior	It May Mean	So do NOT	You Might Try Something Like This
He hurts other children (Age 3)	Troubled feelings, anger	punish him harshly act angry yourself undermine his confidence in you make him feel that his bad behavior makes him bad	Quietly separate the children Divert his attention Take away the hurting object, calmly, firmly Teach him that there are things we just do not do. Help children play happily together again Prevent his hurting others by helping him feel loved, by giving him others outlets for feelings
etc.: ↓			

Groups exchange completed charts (shown above) and evaluate the suggestions given for each behavior on the chart. On a separate sheet of paper indicate the changes you feel are more appropriate and adequate. Return corrected chart to the original owners. (Students are evaluating each other's work.)

*Idea from Duvall, Family Living, pp. 324-27

Evaluation:

Act out in class scenes from "Living & Learning with Children" (See Appendix E) that show examples of discipline. Working in groups, evaluate the way the parents handled their children, keeping in mind the principles of discipline you have been studying and discussing. Back up your judgment. Report to the class.

Have a small group role-play a situation showing the misbehavior of a child in the presence of an adult. In a circle discussion (see Appendix D) evaluate, according to principles of discipline, how the situation was handled.

Write 10 positive statements to use with children that would be helpful in obtaining their cooperation. Evaluate these statements in your groups--change the wording if you think the statement needs it.

Generalization VII: A mature adult copes with his environment, shows a certain unity of personality, and is able to perceive and accept the world and himself realistically. III_{10}

Sub-Generalization A: Understanding your children is a key to understanding the behavior of all people.

Desired Outcomes:

1. Recognizes that understanding children helps one to better understand himself.
2. Develops better understanding of self by studying and observing children.
3. Realizes the role developmental tasks play in one's growth.

References:

Brisbane, The Developing Child. pp.12-25.

Duvall, Family Living. pp. 302-210, 295.

Hymes, The Child Under Six. pp.7-9.

Menninger, All About You.

Shue, Learning About Children. p.9.

Smart and Smart, Living and Learning With Children. Unit 4.

Wallace and McCullar, Building Your Home Life. p.369.

Background Information:

Studying young children can also be an excellent way to understand all human behavior. Teachers of elemementary school children and high-schoolers, parents of older children, all who work with people (even those who work with adults) benefit by understanding the beginnings of development.

Young children are not monsters or fiends or little devils who have taken human form. Children under six are people. They have the same feelings the rest of us have. Their brains are working, just as our brains work. Their life is lifted up or depressed, just as we all have our ups and downs. The general principles that govern their growing are the same general principles that govern all growing.

Young children, however, offer us one very unique advantage as subjects for study: They hide nothing! They are not smart enough yet to put on disquises. Their behavior is all out in the open. If they have an idea, they say it. If they have an inclination to do something, they do it. When they feel an emotion, they express it. Children under six give us human behavior on a silver platter, sometimes an overwhelming dose of it.

Humans cover up as the years go by. We use our expanding language to mask our feelings. We become polite, discreet and full of devices and detours and double-talk. But not young children! They think primarily of pleasing themselves; they have not yet learned all the arts of pleasing others. They do not put on a show. By studying how they grow and how they act, we can understand children at later ages better. We can understand ourselves better, and other adults too.

There is an especially close tie between early childhood and adolescence. The early childhood years are often called "the first adolescence." Adolescence is often called "the second early childhood." In the under-six years the child is first finding himself. This identical concern, broadly speaking, is what adolescence is all about. The youngster who scored a hit in his first turn at bat can come up again in adolescence more sure of himself, more confident. The adolescent who struck out the first time is more apt to swing harder, to swing more wildly when he comes up the second time. His teen years look to him like his last chance to score.

The bond between early childhood and adolescence is especially close but early childhood is a part of later childhood. Early childhood is a part of adulthood and a part of old age. This should be no surprise. Each of us was once a child and we carry that childhood with us. When you know what a good childhood is-the satisfactions a young child must get out of life to get off to a sound start-you are in a better position to understand an individual's behavior in the later years. When you know what hurts young children, you can better appreciate the scars carried by some of us into adult life.

-- Hymes

Research by psychologists have shown that the early years of human beings are extremely important in determining their lifelong patterns of behaviour, feelings, and attitudes. Observation of young children allows one to see personality in the making.

-- Shuey

As you learn more about how children grow and develop, you will see more clearly how you came to be the way you are. Sometimes you will have the feeling that you are seeing a movie flashback of your own story. You will probably say to yourself, "I was that age once. I did that. Right then I was growing into the person I am now."

-- Wallace, McCullar

As you see how children grow up, you often see yourself in them. As you learn about what makes you the way you are, you are often able to mature and to improve in your ways of thinking and feeling and acting.

As you learn about children, you learn about yourself and others, your past as a child, and something of your future as an adult.

-- Brisbane

Many forces have contributed to your individuality. In addition to inheriting a particular set of genes from millions of possibilities, you were born into a unique family group where you were rewarded for good behavior, punished for bad, where you were an only child or shared your parents with brothers and sisters.

-- Brisbane

Why talk about adolescents in a book about children? Because in human development, everything is related to the past and to the future. What happens to you today and tomorrow will continue to influence your personality.

-- Brisbane

Corey, Stephen M. "The Developmental Tasks of Youth," in The American High School: Its Responsibility and Opportunity (Eighth Yearbook of the John Dewey Society, Hollis L. Caswell, editor; New York; Harper and Brothers, 1946).

Early Childhood:
1. To handle, chew, swallow, and like solid foods
2. To get himself from one place to another; eventually by walking
3. To understand the general idea of verbal symbolism and eventually to use it and respond to it intelligently
4. To control the elimination of body wastes so as not to violate numerous amenities
5. To behave modestly sexually
6. To behave in consistency with certain fundamental concepts of the physical world
7. To make simple judgments regarding right and wrong
8. To behave appropriately in his relationships with brothers and sisters, parents and relatives

Later Childhood:
1. To care for his person in the sense that he can dress himself and keep himself reasonably clean
2. To use his body as an instrument of his will; that is, to coordinate his movements so that his behavior becomes more effective
3. To assume a sex role appropriate to little boys or girls
4. To get along reasonably well with his age mates
5. To use the fundamental intellectual skills that are necessary for everyday life, such as reading, writing, and computing
6. To develop a sharper sense of right and wrong and the ability to behave consistently with some acceptable scale of values.
7. To behave consistently with certain conventional attitudes toward social groups and institutions such as race, religion, school, and the family
8. To inhibit, to some degree at least, his emotional impulses

Adolescence:
1. Coming to terms with their own bodies
2. Learning new relationships to their age mates
3. Achieving independence from their parents
4. Achieving adult social and economic status
5. Acquiring self-confidence and a system of values

Learning Experiences

Knowledge:

After studying references etc., write in your own words a workable definition of developmental tasks. Each class member tell and show the class his definition. Which ones do you think are the most clear and adequate?

Invite a guest speaker (psychologist, nursery school worker, counselor, or your teacher, etc.) to talk to you on the topic, "Understanding young children is a key to understanding the behavior of all people."

Comprehension:

Make your own personal list of developmental tasks you feel you need to accomplish. Compare it with another list of developmental tasks you had to accomplish when you were a young child.

Talk over some of your early childhood memories with some understanding adult in an effort to see how these early experiences influenced the way you are now.

Application:

View the film(s) Act Your Age and/or Age of Turmoil. What characteristics are portrayed that you have observed among teenagers? Which ones have you observed among younger children? Write a paragraph about the characteristics portrayed in the film that you see in yourself.

Observe a young child who seems to be working on developmental tasks. Compare your own developmental tasks with what you observe relating to the child's tasks. What resemblence do you see between the two sets of developmental tasks?

Analysis:

Observe a child and an adult together in some kind of action. What was the child's reaction and why? Then observe a teenager and an adult together in some kind of action. What was the teenager's reaction and why? Compare the two. What does this tell you about yourself?

Watch yourself for three days. Write down everything that made you angry and what you did about it. How many times were you grown-up and how many times were you childish? (We are all childish at times.) What did you do as a child when you were angry? What does this assignment tell you about yourself?

Synthesis:

Do a piece of research "on your own." Look back on your own childhood and write down what you remember of the injustices you experienced in the course of your growing up; the joy and delights and pleasures that still stand out; the times you were "bad" and did things you knew your parents would not approve of; and the times you felt proud. How does looking back at your childhood help you to understand yourself better?

Write a paper titled, "Certain early childhood experiences that have influenced my personality."

Observe in play school or neighborhood play groups examples of children who are rejected, etc. Discuss possible reasons why some do not get along well socially. Plan ways to guide these children in improving their relations with others. How does this relate to you?

Evaluation:

Interview some grown-ups and see if they will help you in understanding people (and yourself) by answering the following questions: "What are some things that seem to make you angry?" What do you do about the anger?" (You may want to substitute other emotions.)

Compare these responses with what you have seen children do under similar circumstances.

In what way might the above assignment help you in understanding yourself?

Unit Summary:

Repeat the experience given at the beginning of the unit. (Spend an hour with a child, etc.) Write up your experience. Compare your two papers. What changes do you see in your feelings and attitudes toward the child? What differences are there in your understanding of his behavior? You can incorporate your answers in a paper titled, "How Tommy and I have changed."

The following two sources have many case studies that will help you to utilize the ideas (concepts) that you have learned. This kind of activity will serve as a summary of the unit.

	Evaluation Materials	Order from
Source I	- 11th & 12th grades (better at 9th & 10th) Child Development	College Bookstore Iowa State College Ames, Iowa, 55 cents.

Source II - Hymes, James, The Child Under Six. (There are 'test' questions at the end of each chapter, 30 altogether.) The 'right' solutions are also presented on pp. 317-321 and you can compare these with your own solutions.

Write 10 general statements relating to the big ideas about children that you have gained in the unit, "Learning About Children." Share your thinking with others in the class and discuss.

Appendix A - Heredity Pre-Test

This is most often used to find out what students know about the problem before you plan your learning experiences. In this instance, it is used to check what the students know or believe about heredity and has been taken from the Science Research Booklet "About You" and the Life Adjustment Booklet "Heredity". (NOTE: The first 18 statements are false. It may be advisable to mix the true and false statements.)

Check the statement in the "True" column if you believe it to be true; and in the "False" column if you think it is false.

	True	False
1. People with red hair have tempers.		
2. "Bad blood will out."		
3. Average parents never have bright children.		
4. Tuberculosis is inherited.		
5. People are born liars.		
6. Well-educated parents have well-educated children because of heredity.		
7. Heredity takes place through the blood.		
8. Children sometimes turn out exactly like one parent.		
9. People inherit more from their mothers than from their fathers because their mothers carry them for nine months.		
10. A "blue-blooded" person is born with qualities of refinement and culture.		
11. During pregnancy, a woman should avoid strawberries for fear of marking her child with a strawberry birthmark.		
12. A child born of young parents has better heredity than one born of older parents.		
13. A mother who attends concerts during pregnancy will influence her child's musical ability for the better.		

	True	False
14. A boy inherits more from his father than from his mother.		
15. There are certain things an expectant mother can do to make sure her unborn child will be a boy.		
16. If a trait is due to heredity, it can't be influenced by environment.		
17. Syphilis can be inherited.		
18. Criminality is largely due to heredity.		
19. Musical talent is largely due to heredity.		
20. When cousins marry, their children will always have poor heredity.		
21. A blue-eyed child may be born to two brown-eyed parents.		
22. A brown-eyed child may be born to two "true" blue-eyed parents.		
23. Injuries received in accidents can be passed on to the next generation through heredity.		
24. It is the father, not the mother who is responsible for the sex of the child.		
25. Bad habits may be passed on to the next generation through heredity.		
26. No two living things are ever alike.		
27. Sick people always have poor heredity.		
28. Most bald-headedness is due to heredity.		
29. A parent cannot do anything to change his child's heredity.		
30. If a person wants to become a teacher, he must be "born" for the profession.		

Key: Nos. 1-13 are all false; 14-18, false; 19, true; 20, false; 21, true; 22, false; 23, false; 24, true; 25, false; 26, true; 27, false; 28, true; 29, true; 30, false.

Appendix B - Community Survey   From Colorado Guide, P. 100-101

DO YOU KNOW YOUR COMMUNITY?

Listed below are some questions to be used as a guide in the study of community conditions which affect children. This information may be secured from such sources as, parents of class members, the chamber of commerce, ministers, lawyers, chief of police, and others.

The teacher will need to guide the pupils in the interpretation of the data.

1. What are the socio-economic classes represented in your community?
2. What is the approximate proportion of the population which falls in these different categories?
3. What races and nationalities are represented in your community?
4. What is the feeling of one (items #1 and #3) toward the other?
5. What size are the families in the community?
6. Do many of the children come from broken homes?
7. Are there adoption agencies?
8. Are the homes of families with young children found grouped together in sections of town?
9. What is the size of homes and yards found in the community?
10. What proportion of the children have their own room? How many homes have play equipment in the yard for children?
11. Do many of the young children have grandparents living in the home? in the community?
12. What provision is made for recreational facilities for children and youth?
13. Is there a youth center with an organized council at work?
14. Is there provision for supervised play in the park?
15. Is there a place for swimming that is safe?
16. Is there a safe place for children to play and ride bicycles?
17. Is there a community health program which provides both preventive care and treatment for adults and children of all ages and economic status?

18. Is there a public health nurse available?

19. Are there family counseling and adjustment services?

20. Is there a provision for institutional care for children?

21. Are there adequate facilities for the education and training of young children of all economic levels?

22. What provision has been made to help handicapped children?

23. Do we have the services of a counselor or visiting teacher in the schools?

24. Does the druggist or man at the newsstand make any attempt to sell only those comic books which are appropriate for children?

25. Does the manager of the picture show avoid showing films which are not approved for children?

26. What provision is made for children to share in church work, as in Sunday School, choir, youth fellowship, etc.?

27. Are the child labor laws fully enforced?

28. What has been done for the protection of children around the elementary school?

29. What does the police force do to help make your town safe for children?

30. Do the children have a friendly feeling toward the police force?

31. What are the attitudes of the police toward "delinquency"?

32. What evidences are there that children feel proud of their community and vice versa?

33. Does the community seem to provide better for one age group or sex than for another?

34. What activities are provided which bring adults and children together (family art classes, etc.)?

35. Is the community dominated by folkways that are basically rural, industrial, etc.?

36. Can a child see a farm or another way of life easily?

Appendix C - What Makes a Good Home Life?

From Nevada Guide, Part II, P. 210

A good home for children may be a one-room apartment, a trailer or a twelve-room house, but it is a good home for a child if.....

1. He is loved and wanted--and knows it.
2. He is helped to grow up by not having too much or too little done for him.
3. He has some time and some space of his own.
4. He is part of the family, has fun with the family and belongs.
5. His early mistakes and "badness" are understood as a normal part of growing up; he is corrected without being hurt, shamed or confused.
6. His growing skills--walking, talking, reading, making things are enjoyed and respected.
7. He plans with the family and is given real ways to help and feel needed throughout childhood.
8. He has freedom that fits his age and his moods; he has responsibilities that fit his age, abilities and freedom.
9. He can say what he feels and talk things out without being afraid or ashamed; he can learn through mistakes as well as successes. And his parents appreciate his successes rather than dwell upon his failures.
10. As he grows older, he knows his parents are doing the best they can; they know the same about him.
11. He feels his parents care as much about him as they do his brothers and sisters.
12. The family sticks together and the members help one another.
13. He is moderately and consistently disciplined from infancy, has limits set for his behavior and is helped to take increasing responsibility for his own actions.
14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

Appendix D - Rules For a Circle Discussion

From Fleck, Exploring Home and Family Living, P. 240

1. Sit "round".
2. Select a leader and a timekeeper.
3. The leader starts the discussion by reading the question.
4. Each student, when his turn comes, comments or asks a further question.
5. Comments or questions or points of agreement with statements already made are limited to one minute each. Timekeeper calls "time" and the next student takes his turn.
6. Student may "pass".
7. No one may speak out of turn or interrupt--not even the leader.
8. When each one has had an opportunity to speak once around the circle, those who "passed" may like to make a contribution.
9. Leader summarizes and opens the question to free discussion, or states a new question.

Appendix E - Case Studies in Discipline

From Smart & Smart, Living & Learning with Children*

Case I: The Youngs, p. 75 and 76

CHARACTERS: PEGGY YOUNG, two years and four months
PAUL YOUNG, her six-year-old brother
MR. AND MRS. YOUNG, their parents
MR. AND MRS. TAYLOR, neighbors of the Youngs

SCENE 1: The Young's living room, 8:30 P.M.

The Youngs and Taylors are playing bridge.

MRS. YOUNG: Two hearts. Oh, there's Peggy again. Excuse me.
Mrs. Young leaves the room and returns in five minutes.
MR. YOUNG: What was it this time, dear?
MRS. YOUNG: She wanted another drink. I said no, she'd had enough, and explained to her that she couldn't have more than one drink.
They play two hands. Then Peggy calls.
MR. YOUNG: My turn. I'm sorry.
He goes out and comes back in ten minutes.
MRS. TAYLOR: She has you on the run. What did she think of?
MR. YOUNG: She can't go to sleep. She wanted me to sing a few songs.
MR. TAYLOR: What happens if you don't go?
MR. YOUNG: She tries to climb out of her crib and falls, or she cries for a long time.
MRS. YOUNG: It's hectic now, but we don't want her to be unhappy in bed and we know that she'll pass through this stage.
MR. YOUNG: You see, she doesn't get what she really wants, which is to be here with us. We are firm about keeping her in bed.
MRS. YOUNG: We had the same trouble with Paul when he was two, but he's very good now about going to sleep.
MR. TAYLOR: How long did it take him to get through the stage?
MR. YOUNG: About two years, as I remember it.
MRS. TAYLOR: You must both be saints to stand the strain.

SCENE 2: The Youngs' driveway, Sunday afternoon

Mr. and Mrs. Young carry baskets out and put them in the car. Peggy plays around. Mrs. Young and Peggy settle themselves in the car.

MR. YOUNG: I guess we are all ready for the picnic. Where's Paul?
MRS. YOUNG: He went to the MacIntyres' to borrow Tim's water ball. He said he's be right back.
MR. YOUNG: I'll give him a call.
Mr. Young goes toward the MacIntyres' and calls to Paul to come right away. Then he gets in the car. They wait ten minutes.

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* From LIVING AND LEARNING WITH CHILDREN by Smart and Smart, © 1961 by Houghton Mifflin Company. Used by permission of the publishers.

MR. YOUNG: I've a good mind to go off and leave him.
MRS. YOUNG: You know we can't do that. Someone has to look after him, and we can't wish him on the neighbors now.
Paul appears, shouting and red in the face.
PAUL: Tim's a mean old thing. He won't lend me his ball.
MRS. YOUNG: We have lots of toys for swimming. Let's go.
PAUL: Mother, you go and ask Tim for his ball.
MRS. YOUNG: We can't do that. Tim doesn't have to lend it. Come, Paul. We won't have much time to swim.
PAUL: I don't want to go if I can't have the ball.
MR. YOUNG: You stop all this talk about the ball and get in the car, or there won't be any picnic.
PAUL: I hate Tim. He's selfish and mean. I hate picnics.
MR. YOUNG: All right. No picnic. We'll just stay home. Mother and Peggy can go on.
MRS. YOUNG: It's no fun without you. We'll all stay home.
Peggy cries.
MRS. YOUNG: I'll take you for a little drive, Peggy, and then we'll have our picnic at home.

Case II: The Schultzes, p. 78

CHARACTERS: LAURA SCHULTZ, fifteen years old
MR. SCHULTZ, her father
MRS. SCHULTZ, her mother

SCENE: The Schultzes' dinner table

Mr. and Mrs. Schultz and Laura have just finished desert. Laura pours her father a second cup of coffee and takes a deep breath.

LAURA: Papa, Bud has asked me to go to the Spring Dance his class is having. May I please go?
MR. SCHULTZ: Is the dance on a school night?
LAURA: Oh, no. Saturday.
MR. SCHULTZ: What time will it be over?
LAURA: Twelve o'clock
MR. SCHULTZ: That's much too late. If I let you go, you'll have to be home by eleven.
LAURA: Oh, Papa, none of the others go home before it's over.
MR. SCHULTZ: Don't question your father, Laura, or you'll go to no dances. Will there be chaperones there?
LAURA: Yes, Papa. Two of the teachers will be there.
MR. SCHULTZ: Has Laura a proper dress, Mother?
MRS. SCHULTZ: Yes, Papa. One I made for her.
MR. SCHULTZ: You'd better try it on, Laura. I won't have you out in one of those low necks.
LAURA: If you like the dress, may I go to the dance?
MR. SCHULTZ: Yes, you may. But if you don't behave properly, you won't go to another this term.

Case III: The Bells, p. 80-81

CHARACTERS: FRANK BELL, four years old
LARRY BELL, seven, his brother
MR. BELL, their father
MRS. BELL, their mother

SCENE: Mr. Bell's basement workshop

MR. BELL: Now, boys, I've taught you to use most of the tools we have. I'm going to let you work down here by yourselves.
FRANK: Can I do anything I like?
MR. BELL: That depends. You'd better use the hammer for hammering and the saw for sawing, and you'd better not use the chisel for a screw driver. You can't argue with tools. You have to use them right or get hurt.
FRANK: May I use the jig saw?
MR. BELL: You mustn't touch the power tools except when I'm here. You know that.
Mr. Bell goes upstairs. Larry saws pieces of wood for a boat. Frank pounds nails into a piece of wood.
LARRY: I'm not going to use the jig saw. I just want to see it runs. Larry turns on the saw. Both stand and watch it. Then Larry turns it off.
LARRY: It would be a lot easier than a hand saw.
FRANK: Go on and use the jig saw. I won't tell.
LARRY: No, I'm scared to. Dad wouldn't care if I did a good job, but he might spank me if I broke it. Anyway, it might cut my finger off.
FRANK: Mother wouldn't spank you.
LARRY: I know. But how could I tell that she'd come and not Dad?
FRANK: Look at that great big spider on the window sill!
LARRY: Let's kill him.
FRANK: I'll do it.
Frank grabs a long file and whacks at the spider. The file goes through the window. Both boys look frightened. Mr. and Mrs. Bell rush downstairs.
MRS. BELL: What's happened? Are you both all right? Thank goodness you aren't hurt.
MR. BELL: Anyone hurt? Who broke this window?...Frank, you are not to come into the workshop again until you are five years old.

Appendix F - Observation of Children

There are two ways to learn about children. One is to study about them in books, films and other materials prepared by people who know a lot about children. The other is to observe, participate and have experiences with them. Learning about children is incomplete unless we actually "see" them. By not observing the "real McCoy" is like studying Astronomy and never looking at the stars.

Therefore, learning experiences need to include many observations and personal contacts with children. It is not necessary to have play school to accomplish this. There are many natural settings available in the community for "child-watching" and these have been incorporated into the suggested learning experiences.

The following discussion on observation will be helpful to the students:

Watch Children and Learn*

If you are to learn about children by watching them, you must do more than merely look at them. You see children around you every day. But if you are to understand why they behave as they do, you must watch them in a special way. This kind of watching is learned by practice. Have specific purposes in mind when you observe children. Know what it is you are looking for. Watch them in all kinds of situations: in the yard playing, eating lunch, finger painting, blowing bubbles, putting on their clothes, listening to a story, getting ready for a nap.

Watch them doing the routine things that grownups want them to do: drinking their milk, picking up their toys, having a bath, going to bed. Then watch them when they can choose what they will do: cuddling an old toy, pushing over a block house, playing with another child or alone, putting a train together, sitting quietly doing nothing.

Some people grow up and live out their lives without ever realizing that there is a cause behind the way people act. These are the people who often form opinions too quickly or jump to conclusions. By learning how to recognize various kinds of behavior in children and the possible causes for it, you will be able to judge people more fairly throughout your life.

There are many watching posts. A good way to begin learning how to watch children is to observe them in groups. Show a film such as "Child Care and Development." List a few simple things to look for in the film. What did these children eat for breakfast? What differences were there in what the different-aged children ate? How much help did the 3-year-old require? The baby? What were the advantages and disadvantages of a family eating together?

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*Wallace and McCullar, Building Your Home Life. pp 390-397.

When everyone is discussing the same question, you can exchange ideas and begin to understand how much there is to observe in children. The teacher can help interpret what you saw. You learn by listening to what others saw in the film.

You may do group observations on the playground, at a party in the homemaking department, in kindergarten, or during P.T.A. when you keep the children so the parents can attend the meeting.

After you have learned a few things to look for in watching children, you will become aware of them in many situations. You will begin to notice them on the street, in the grocery store, at church, in the lunchroom, on the bus, in their own yards, and at the supper table. You will notice the gentle way one mother has of quieting a noisy little girl or the happy, confident way a little boy holds his daddy's hand on a downtown street. You will listen more carefully to what people say to children. You will notice their words and tones of voice.

You will perhaps want to pick one special child to study. Best of all would be your own little brother or sister. You can study a child as you baby-sit with him. You may pick a certain child to watch every day on the playground at school.

Decide what to look for. Three important things you will want to observe in children are these: their plysical growth, their emotional responses to the people and things around them, and their social development.

Physical growth. How does one child differ from other boys and girls his age? Does he use his muscles well? Has he learned to coordinate his hands? Does he like to climb? How does his energy pattern differ from others? Sammy may rush into every game. Kenneth may seem tired and walk with a dragging step. Could there be a reason for this difference? Could it be their different food habits? Bobby and Jimmy are both 3 years old. They have almost the same birthday. But Bobby is nearly 3 inches taller than Jimmy. Why? Mary Jane is the same age, and is bigger than both. Are girls usually bigger than boys at this age?

Notice how children differ in their ability to handle things. One little boy will easily pull off his coat. Another struggles and fumbles and needs help.

See how one child grows in the ease with which he can do things. For days he may need help in putting on his overshoes or handling his lunch tray. Then suddenly one day he can do it himself. His muscles have come under his control. He can manage things--and himself--better. He is learning to copy with his world.

Watch him using his big muscles on the playground, climbing up and down the jungle gym, running across the yard, kicking the ball. Then, sitting quietly at a table cutting out paper or coloring a page, he uses his smaller muscles.

Toys which help him grow in just the way he needs to grow at each age are called "developmental toys". Did you see him play with push-and-pull toys or climb on play equipment that gave his muscles a chance to grow stronger?

Emotional development. The way a child expresses his feelings gives a clue to his emotional development. Keep these and other questions in mind as you watch his emotional responses.

Did you see a child showing frustration because he could not do something he wanted to do? How did he show his feelings? Did he cry? Did he break something? Did he hurt another child?

What evidences did you see of a child's friendly feeling? Did you notice one offering to help somebody? Perhaps Mary said she would water the flowers, or Billy offered to take the fish bowl out of the sun.

Did you see a child who seemed afraid? How did he show it? What other feelings did you see children express? Be sure to list the things they did or said that showed the way they felt.

Social development. Did you ever notice that Mary Beth always has two or three little girls around her, while Alice sits off on one side, withdrawn and dreamy? Andy speaks with a gentle voice, but Clarence snatches a toy away from another child. Nita takes the lead and tells the others what to play. She wants to boss every game and gets angry if the others do not play her way. Billy and Catherine play next to each other but not with each other.

In looking for indications of social development, watch how one child plays with another, how he offers to share his toys or guards them fiercely from others. Notice how one child plays alone but does not seem lonely. See how another one hides his face back of the teacher. Watch how a child laughs when the story is read, puts his arm around his little sister, or joins in the fun at party refreshment time.

If you are watching a group, pick the child that is the most shy, the one that is friendliest, the one who is most willing to share. What things did the child do that made you choose him? Is there one who is more aggressive than the rest? Could it be that this child needs more attention than he is getting? Could he perhaps need wiser attention, the kind that does not make him obviously the center of attention and yet gives him the assurance that he is loved and accepted for himself?

Make notes of what you see. Write down your observations in your notebook. You will need to get off and think about what you have seen.

Your notes will refresh your memory. Write only what you see. Write your conclusions right away. It is easy to forget just what you saw.

Do not leap to conclusions about the things you see. Do not write down, for instance, "Billy was happy to see his daddy come home." Put down the reasons that led you to conclude that he was glad. How did he act? You might write your observations under two heads: "What Billy Did and Said" and "What I Concluded from This." You will learn to see the difference. Perhaps Billy was making a block house when he heard the car turn into the driveway. He pushed the blocks away, got up quickly, and ran to the car. His face lighted up. He jumped into his daddy's arms and hugged his neck. You conclude three things: Billy is happy to see his daddy, his daddy is happy to see Billy, and there is a good relationship between them.

You will want to work up, with your class, various kinds of check sheets to use in observing and reporting. Give them a title, if you like, such as "What I Learned about Mary Jane." It may be interesting to write down what children say as well as what they do. Don't just look for the bright sayings of children. They will often say things in a wonderfully fresh way. What you want to listen for, more than just bright sayings, are those words that reveal to you the way a child feels.

Sometimes he won't have the words to tell you what he feels. Often his feelings are down deep inside where words can't get at them. He will now and then tell you things without words. You will know by his bubbling-over joy in things, by his just-can't wait curiosity. There are some things you will know by his trembly lip or his wistful look. There may come a moment when he slips a tiny hand into yours and you will know that he is scared and needs to feel safe again. Put these things down in your notebook. They reveal a great deal about the child you are watching. Small things sometimes help you most in your effort to understand what a child is like--because it is the small things which, oddly enough, are of the biggest importance.

A wonderful and revealing help to you in writing down the things children say is Hughes Mearns' Creative Youth. He took his typewriter to the playground. Children quietly discovered that he could turn words into little black signs that crawled over the white paper. They were enchanted. From their words, he learned--and helped others to learn--a great deal about children and their thoughts.

Another way to learn how to interpret behavior of children is to watch an adult deal with a child. Observe the kindergarten teacher or the playground director or a parent. What did she do when two children were fighting over a toy? How did she get a child to come indoors when he was still interested in pulling his wagon? In what ways does she help the shy child? How does she deal with a noisy one? What does she do to change the behavior of a child who is so afraid of a passing train that he runs to her for safety when he hears it?

When you carefully watch a grownup with a child, you may learn little things that you would not learn in a book. You can see, for instance, the way a child responds to the warmth of a teacher's smile. You can get an understanding of the importance of a calm voice or a gentle touch. Now and then you may see something that you feel you could have handled better or in a different way.

Most of the grownups you see with children have learned--as you are learning--by having experiences with children and reading about them. Watching them is another way of learning for you. The kindergarten teacher knows how to put shy Ronnie at ease because she has dealt with dozens of timid children before. You can profit by observing the way children respond to her.

Appendix G - Use of the Play School in Child Development.

There are two schools of thought concerning the advisability of having a play school as part of the classwork in Child Development. Some Child Development people feel that it is a "must" and others feel that it is of little value. Glen Hawkes of Iowa State University cautions the teacher to be judicious in planning for a play school. He feels that a play school is fine if it is well-planned and if it really contributes to an understanding of children. Dr. Hawkes feels that too many so-called play schools are haphazarded affairs with students gaining very little of value in the time spent. Some of the limitations, he points out, are:

---play school is artificial.
---unfamiliar situation to child.
---students choose a typical child,
instead of normal child.
---need to see the child in family setting,
rather than artificial setting.
---too many "big people" in relationship to
the number of children.

If it is impossible to conduct a well-planned play school, the students can gain as much (or more) from the observations of the child and his environment in the settings described in Appendix F.

The following publications are recommended in helping the teacher to set up a play school:

Observing and Working With Children in the Homemaking Program. Utah State Dept. of Public Education, 223 State Capitol, Salt Lake City, Utah. 1957 (approximately $1.00)

The Play School in Teaching Child Development. Illinois Teacher Vol. I, No. 7, March, 1958 order from Home Economics Education, University of Illinois, 334 Gregory Hall, Urbana, Illinois (approximately 50¢)

Organizing and Conducting a Play School. Nevada Guide, Part II, curriculum materials for Areas of Child Development and Guidance and Social and Family Relationships, 1956. (This should be in your department files.) pp. 74-91.

Green & Woods, A Nursery School Handbook for Teachers and Parents. Sierra Madre: The Sierra Madre Community Nursery School Association, 701 East Sierra Madre Blvd., Sierra Madre, Arizona. $2.00.

Wood, Mildred W. Observation of Children in the Home Economics Program. Phoenix: Arizona Association of Future Homemakers of America, 412 Arizona State Building, Phoenix, Arizona. $1.00.

Hatcher, Hazel M. and Mildred E. Andrews. *Adventuring in Home Living*, Book II. Boston: D. C. Heath and Co., 1959. Section 6. Enjoying Young Children.

Appendix H:
Reprinted from "U. S. News & World Report," published at Washington.

WHY YOUNG PEOPLE "GO BAD"

Exclusive Interview

Who is to blame for the epidemic spread of juvenile delinquency--youngsters or their parents? Does it spoil the child to spare the rod? For this report on a national problem, "U. S. News & World Report" interviewed a husband-and-wife team of eminent criminologists, Professor and Mrs. Sheldon Glueck of the Harvard Law School, who have made exhaustive studies into the home life of errant children.

Q. Professor and Mrs. Glueck, is poverty at the root of juvenile crime in America today?

A. In some cases, yes. Poverty is involved, for instance, in the case of the mother who has to work outside the home in order to support her family.

But poverty, by itself, doesn't make a delinquent. There are working mothers who somehow manage to give their children a good upbringing.

We do not mean to say that the "war on poverty" is not desirable. What we are saying is that, by itself, it will not bring a substantial decrease in delinquency. You cannot make good parents out of bad ones simply by raising their income or moving them into a new house.

You know, some of the most important individuals in America today came out of the slums. In the old days, we often spoke of "the respectable poor."

In Boston, our research investigators could often tell just as soon as a tenement door opened up whether they were entering the home of a delinquent or of a nondelinquent. All the families in the neighborhood would be poor, but there would be enormous variation in the under-the-roof atmosphere from one household to the next.

On the other hand, it is probable that, in a suburban neighborhood of middle income, you could find similar variations.

Q. Even in affluent families?

A. Oh, yes. You can find low standards of behavior and neglected children in well-to-do families. In fact, delinquency seems to be rising in suburban areas, and the causes for it, we think, are basically the same that you find in the slum areas.

There are mothers of ample income who neglect their children just as much as tenement mothers do, and there are fathers who might as well not be there, for all the time they spend with their children. You see, the things that count the most in raising children do not depend so much on dollars and cents as they do on the parents' affection. Parental love is not purchasable. And you don't express this love through overindulgence, or by bribing a child with presents to make up for the lack of that parental love and concern day by day.

Q. Could affluence actually cause delinquency?

A. Sometimes it could, where it builds up a never-ending thirst for material things, such as high-powered cars.

One problem of our affluent society is that it has not yet defined a meaningful role for adolescents. Once there were chores around the house to make a child feel important and useful. Adventuresome youngsters could join a sailing ship or head west. There were many outlets for energy and adventure.

Today, the tendency is to hand everything on a platter to the adolescent. Very little effort is required on his part, so he has really become bored with life, in a sense.

Back of all this, however, is the problem of the inadequate parents. Their children, like those in the slums, grow up with a sense of neglect and insecurity--and this is what lays the foundation for delinquency.

Q. At what age does this tendency become evident in the child?

A. That would vary a great deal. Our basic research shows that about 50 per cent of the delinquents we studied began to show clear signs of maladjusted behavior at the age of 8 or under. Virtually 90 per cent showed these signs at the age of 10 or under.

Now we have found it possible to arrive at some idea of the child's delinquency potential even before those years by identifying certain pathologic aspects of his family life. The studies we have carried out show that this can be done at the school-entering age--between 5 1/2 years and 6 1/2. At the present time we are working at and, we hope, succeeding in studies to identify predelinquents at an even earlier age, by combining parental factors and certain childhood traits.

Q. Will parents be able to recognize these traits in their preschool youngsters?

A. Perhaps. But a trained observer is needed. A pediatrician, for example, would recognize them if he had some briefing in the relationship of these traits to later delinquency.

Q. What are some of the traits that point to delinquency?

A. Stubbornness, emotional instability, destructiveness, defiance, for example.

Q. Couldn't some of these be found in healthy youngsters?

A. Indeed, they could. However, it is a question of how these characteristics combine in an unfavorable home atmosphere. If a child has only one or two and there is parental affection and understanding, you wouldn't worry. But suppose he has a combination of them together with neglectful and hostile or unconcerned parents. Then you would have a piling up which might lead to aggressive behavior in the years ahead.

****

Q. In what way?

A. When we set out to see if there was a way to predict the likelihood of delinquency in a child or not, we evolved a table based on five factors, as follows:

Affection of the mother for the child.
Affection of the father for the child.
Supervision of the child by the mother.
Discipline by the father.
Cohesiveness of the family.

By evaluating the performance of the parents in each of these aspects, we could arrive at a total score which would indicate whether or not the youngster was headed for delinquency.

Now we had to change this table a little more than 10 years ago for a study that the New York City Youth Board wanted to make of a selected group of boys, aged 5 1/2 to 6 1/2. The reason was that the study involved so many families in which the father was absent.

After some experimenting, we found that we could get just as good predictive results by eliminating the factors of the father's affection and discipline. You know, of course, that this does not mean that the father is not important in child rearing.

Well, this study went on for 10 years, and just a few months ago it was announced that 84.6 per cent of the youngsters considered, under our predictive table, likely to become delinquent actually did so. And 97 per cent of those thought unlikely to become delinquents did not.

There was a small group of boys whose chances of delinquency were considered about 50-50. In that group, nine actually did become delinquent.

Q. Are you saying, "This child is sure to become delinquent," or "That child will not become delinquent"?

A. Indeed not. We predict the liklihood of delinquency on the assumption that conditions in the home will remain relatively unchanged. Over the years, our position has always been that we are not predicting a child's destiny, but his destination--and his destination can be changed by effective action.

Q. What seems to be causing delinquency to grow so fast nowadays?

A. There are many causes for this. For the most part, however, what we are seeing now is a process that has been going on since the second World War.

First, you have had more and more mothers going to work. Many have left their children more or less unattended, at home or in the streets. This has deprived children of the constant guidance and sense of security they need from their mothers in their early years.

Along with that change, parental attitudes toward disciplining their young have changed quite rapidly. In the home and outside, the trend has been steadily toward more permissiveness--that is, placing fewer restraints and limits on their behavior.

Q. Is this permissive trend new?

A. It's not a new trend, really. Today's parents themselves are the products of somewhat permissive parents of the time before the second World War. There was much support for the philosophy of child rearing which said that, since a child is "creative," it should be permitted to experiment more or less at will, and so on.

Well, just how much that philosophy had to do with permissive parenthood can be argued, but many people feel that it started the whole trend toward permissiveness.

Q. How has that philosophy worked out in practice?

A. Not very well, it seems. Life requires a certain amount of discipline. You need it in the classroom, you need it in the home, you need it in society at large. After all, the Ten Commandments impose a discipline. Unless general restraints are built into the character of children, you can arrive eventually at social chaos.

Q. Are you saying that moral values are crumbling?

A. This is part of the picture. Not only parents but others are uncertain in many cases as to what is morally right or wrong, and that makes discipline harder to enforce.

For instance, children today are being exposed to all kinds of motion pictures and books. It is difficult to decide what motion pictures and books should be censored.

In a broad sense, actually, you might feel that censorship in general is undesirable. Yet you also know that restraint must be imposed at some point--especially where children are involved. But in trying to decide at what point restraint should be imposed, it very often turns out that no restraint at all results. And it is this lack of restraint in the home and on the outside that is back of so much of our delinquency.

Q. Is it bad parents, then, who make bad children?

A. In large measure, it is the affection and discipline the child gets in the home that shape his attitudes and ideals as child and adult.

Q. Does that mean that more discipline is needed?

A. Discipline is always needed. Fifty years ago, much more than now, there was discipline. Children knew the limits on their behavior. They lived in smaller neighborhoods where they were under the eye of parents and neighbors--and what the neighbors thought was important. Religion, too, seemed to have a greater influence on personal behavior.

Also, the home setting itself encouraged parental control. Children were taught by example that each had his or her work to do without question: The father worked out in the field, the mother cleaned the house and cooked the family's food, and the children carried in the wood and helped out.

Today in our urban centers, the situation is totally different. There are all kinds of distractions for children. Mothers are either working outside the home or preoccupied with all the problems of day-to-day running of the home. Fathers, too, spend more time away from home.

There is less work for children to do around the house, and the parents can't think of other ways to fill up the void, so they leave it to the child himself to work out the problem. In that situation, parental authority is not likely to be strong.

Q. With what result?

A. With the result that the child considers it his right to do as he pleases and to ignore parental wishes.

Q. Is lack of discipline a problem caused by modern conditions?

A. Oh, there has always been the problem of establishing the proper restraints on children. Plutarch mentions Themistocles, the Athenian statesman and general, who laughed because his little son had induced his mother to overindulge him. Themistocles told the boy that the youngster had more power than anyone else in all of Greece, for, he said, "The Athenians command the rest of Greece, I command the Athenians, your mother commands me, and you command your mother."

You see, people have always thought about the disciplinary problem--but today it seems to be of major concern.

Q. Is a spanking, or some other form of corporal punishment, an answer to the problem?

A. We do not rule out corporal punishment, provided it is clearly related in the child's mind to the misdeed he has committed. But more use should be made of deprivation of privileges--sending a child to bed earlier if he misbehaves, or not letting him see his favorite television program--as a means of discipline. What is really required is great firmness, administered with love.

You see, love is the essential element. We think that it is even possible for a parent to be overstrict at times or too lenient at other times, yet be an effective parent if he really loves the child--because the child then will accept these variations. But if a parent is overstrict or vacillating or lax, and doesn't really love the child, the child very quickly senses this and either takes advantage or rebels.

Now, the earlier in the child's life he senses parental love and guidance, the sooner he will acquire self-discipline--and the less of a disciplinary problem he's going to be as he grows up.

Q. Why do Chinese-Americans, for instance, seem to have few youngsters in trouble, while some other ethnic groups seem to have a high ratio of delinquency?

A. In any group, the incidence of delinquency derives from the strength of the family life. Years ago, we thought of doing a study of Chinese-American delinquents. But we found in our preliminary survey that there were simply not enough Chinese delinquent boys in New York or San Francisco to give us an adequate sample.

Why was this? We think it is because of the strong sense of family, the respect for parents and elders, that exists among the Chinese.

On the other hand, in the ethnic groups where the delinquency rate is high, you tend to find a great deal of desertion by fathers, and much illegitimacy. Even when a mother does show affection for her children, often her efforts to administer discipline are not supported by a strong sense that family reputation is at stake.

Q. What kind of action is needed? Is social work the answer?

A. Actually, we have not seen that the treatment usually given to predelinquent or delinquent children does a great deal of good.

We know of two studies--one in Washington, D. C., and another in the Cambridge-Somerville area of Massachusetts--where treatment was given one group of delinquent children and not to another. In both of these studies, the children had the benefit of some clinical treatment, friendly supervision, recreational activities, neighborhood meetings, health examinations, counseling, and so on. But unfortunately the kind of aid that was given seemed to make little difference in their delinquency rate compared with those children who didn't get treatment.

Q. How would you explain that?

A. As we see it, too much attention or therapy is being directed at the children, and not at the family condition that made them delinquent. This is the sort of social work that delinquent children so often get. In other words, it is the parents who need re-education more than the child.

Q. How can that be accomplished?

A. By teaching the parents the importance of affection and discipline in their relationship to the child.

Many parents also have emotional problems of their own which need to be worked out if they're going to become effective parents. Clinics for the re-education of ineffective parents are a major need in preventing delinquency.

Actually, we see training for parenthood as a process beginning in childhood--and certainly young couples about to marry should know what is going to be expected of them in the successful raising of a family.

Now, the earlier this understanding and training can be given in the predelinquency period--before the first signs of trouble are developing in a child--the better chance there will be that corrective measures will succeed.

Q. Can all parents be helped through training?

A. Not all--and, in extreme cases, children should be removed from an environment that is likely to lead them into delinquency. Many could benefit from placement in foster homes, which seem to us much preferable to institutional care, at least of the kind now given to neglected children.

But it is our feeling that many more parents could be helped than is generally realized. So much of the emotional damage to children is the result of downright ignorance on the part of parents.

In that connection, we are much interested to learn that a rehabilitation center in a troublesome area of Louisville, Kentucky, will try not only to rehabilitate delinquent boys but also to provide weekly counseling and other services to parents to try to improve their relationship to the boys.

Q. Can police and courts help reduce juvenile crime?

A. By the time a child walks into juvenile court, much of the damage to his character has been done, and it is much harder to correct damage than to prevent it.

Q. Do juvenile courts tend to be too soft on youngsters?

A. Sometimes, yes, but more often there is inconsistency because judges have wide discretion, and they may rely on intuition or hunches rather than use of predictive data which their staff could gather for them on each case.

Q. Then is sterm punishment a deterrent to further crime?

A. Certainty of punishment is definitely a deterrent. After all, fear is a primary emotion in man. It plays an important part in his training. We have gone rather far in the other direction, in letting the child feel that he isn't going to be punished for misdeeds.

Of course, it is wrong to rely exclusively on fear of punishment to restrain the child. But it is equally wrong to do away with this deterrent.

Q. Can schools help in keeping children from developing into troublemakers?

A. They certainly can. As we have said, there are children whose energies are not suited to long periods of sitting still and whose adventuresomeness has to be satisfied in some acceptable way.

We also think that one of the basic needs of schools, along with other elements of society, is a general recognition that rules must be observed--that, without rules, you drift into chaos and into tyranny and into taking the law into your own hands. You see it not only among delinquents but among young college students, in their demand for more and more freedom from restraints and from higher authority.

Q. What else is needed to keep delinquency from growing?

A. It seems to us that business and industry can help a great deal by providing recreational facilities and nurseries for the very young children of working mothers. This would not be aimed at providing mothers with a free baby-sitting service and nothing more. Rather, it would enable the mother to see her child or children occasionally during the day and maintain warm contact with them.

We have seen something like this system in the Israeli kibbutzim, or communal settlements, and we are told that some factories in Europe are beginning to provide this sort of service.

Finally, our administration of criminal justice needs a complete revision. We need to get better men and women into this field. There has to be a better training on the part of judges, prosecutors, defense lawyers, probation officers and others in law, psychology, sociology, biology and other disciplines in attacking the increasingly complex problems that are arising in our modern society. As a start in that direction, we have proposed--and Senator Edward M. Kennedy, of Massachusetts, is sponsoring--legislation to create a national academy of criminal justice which might be considered analogous to West Point in this field.

Q. Do you look for crime and delinquency to continue to grow.

A. Probably. Our own feeling is that, unless much is done to check the vicious cycles involved, we are in for a period of violence beyond anything we have yet seen.

All you have to do is to read about the murders and assaults taking place in New York subways. Only a few years ago nobody thought of public conveyances as being unsafe.

We foresee no letup in this trend. A delinquent child often grows up to produce delinquent children--not as a matter of heredity, but of his own unresolved conflicts which make him an ineffective parent.

In our principal study, we found that 45 per cent of the mothers of the delinquents we interviewed had a history of criminality themselves, compared with 15 per cent of the mothers of nondelinquents. Sixty-six per cent of the fathers had a similar history, contrasted with 32 per cent of the fathers of nondelinquents.

Our trouble is that everyone is so busy managing the children who are already delinquents that they don't have time to think of how to break the vicious cycle that is building up delinquency. We are not doing the main thing that must be done to prevent the predelinquent from becoming a full-fledged delinquent by correcting conditions in the home.

That has been one of our purposes in working for so many years on tracing the roots and the development of delinquency--to provide our authorities with the information they need to act at the earliest possible period in a child's life when trouble signs appear.

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LIFE BEFORE BIRTH

(Prenatal Development)

and

THE FIRST YEAR OF LIFE

(Physical & Psychological Aspects)

Later Level
(11-12 grade)

Time: 15-20 lessons

Desired Outcomes:

1. Becomes aware that there is a "time-table" of growth for the unborn child.
2. Becomes familiar with the schedule of prenatal growth in human development from conception to birth.
3. Knows and understands the terms relating to prenatal development.
4. Understands what adequate prenatal care involves.
5. Sees the relationship of adequate prenatal care to the child's later development.
6. Recognizes the environmental conditions that may pose hazards during the critical periods of the child's prenatal development.
7. Grows in appreciation of the importance of prenatal care.
8. Understands the process of birth in relationship to the welfare and health of the infant and his mother.
9. Becomes aware of the physical and psychological needs of the infant.
10. Recognizes the family's role in meeting these needs.
11. Becomes aware that some infants may not have families and the possible effects of such deprivation.
12. Learns about the importance of sensory experiences to the infant in his development.
13. Recognizes that there are individual differences in infants just as there are in adults.
14. Becomes aware of the stages of development that the average infant seems to go through from birth to one year.

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Films:

Biography of The Unborn. (17 min.) $3.25 - BYU, CSU, CU, NU, U of U, WU.

From Generation to Generation. (30 min.) $5.75 - BYU, CU, NU, U of U.

The New Baby. (19 min.) $4.50 - U of U.

Film Sources:

Brigham Young University
Colorado State University
Colorado University
Nevada University
Wyoming University

Generalization I: There is a universal and irreversible pattern of individual human development. I_7

Sub-Generalization A: Development is continuous and proceeds in an orderly sequence with periods of acceleration and decceleration occurring in each phase of development.

Desired Outcomes:

1. Becomes aware that there is a "time-table" of growth for the unborn child.
2. Becomes familiar with the schedule of prenatal growth in human development from conception to birth.
3. Knows and understands the terms relating to prenatal development.

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Background Information:

Ashley Montagu has reported the following concerning the development of the human body before birth:

"During this critical period, the development of the human body exhibits the most perfect timing and the most elaborate correlation that we ever display in our entire lives..... His development proceeds in an orderly manner and at a regular rate, with specific changes occurring at specific times. Every organ and every tissue-infact, every cell-has its own time-table for coming into existence, for developing, for taking its place in the machinery of the body. And for beginning to carry out its functions. And every small time-table is meshed with every other time-table. The whole process is so orderly, in fact, that embryologists have been able to draw up a schedule that accounts for all parts of the human body and shows how each part fits into the whole: a count-down, in effect, that starts with the instant of conception and goes on until birth."

"Life Before Birth" - Montagu
pp. 21-22

Each kind of cell must grow at the right time and at the right place.

By the end of the first month, the embryo completes the period of relatively greatest size increase and greatest physical changes in a lifetime. The month-old embryo is ten thousand times larger than the original egg and sperm. The fertilized egg has given way to a finely-structured, but still uncomplete body. However, in four more weeks, by the end of the second month, it will resemble a miniature infant.

The embryo is like a fine piece of machinery that fits harmoniously with every other part. The time schedule for the formation of the body is generally so patterned that it has been possible to set down the sequence of development for each day of the first 48 days of life.

We are the first generation to be able to have a clear picture of the course of human development from a single cell to an individual, active and responsive, to our environment long before birth.

The human egg cell is as small as the point of a very fine needle. Twenty-five hundred sperm (male cell) would be needed to cover a period.

Fertilization occurs when one male cell penetrates the center of the female cell (egg) and joins with the female cell, nucleus. This is the vital event which initiates the development of a baby. In each nucleus, there are units called genes; at least fifteen thousand genes in each. These genes are explained as remarkable packages of chemical instructions for the design of each and every part of the new baby.

At the moment of fertilization, the time-table for development begins. In the first half-hour, an inmeasurable number of traits of the new baby are decided. These include the features of the human species and, also, the individual trademarks such as: male or female sex; the color of eyes, hair and skin; the body build and facial features; the tendency to be short or tall; fat or lean; ruggedly healthy or prone to some diseases; and many authorities also believe the tendency to certain qualities of temperment and intelligence.

TIMETABLE OF EVENTS IN PRENATAL DEVELOPMENT

First Week:	- Cells divide to make more than 100 cells - Cluster of cells drift down Fallopian Tube to uterus - Cells begin to differentiate (become placenta, embryo, sac systems to body, etc.) - Cluster attaches itself to uterine wall (implantation)
First Month:	- Whole embryo is formed - Size of half a pea, fragile as jelly - Size is 1/4 to 1/2 inch long - has head, trunk and arm buds - heart starts to beat - body has a head with beginnings of eyes, ears, mouth and a brain and spinal cord - simple kidneys, a liver, a digestive tract, a primitive umbilical cord, a blood stream and a heart - still does not look human-like in appearance
Second Month:	- becomes a well proportioned, small scale baby - less than 1" long - weighs 1/30th of an ounce - has a human face with eyes, ears, nose, lips, tongue - body becomes rounded, padded - arms, as long as exclamation marks - have hands with fingers and thumbs - slower-growing legs have recognizable knees, ankles, toes Physical structure essentially complete by end of second month
Third Month: "tooth month"	- important new refinement added - nail beds form on fingers - eyes move closer together - ears move upward to eye-level - girls and boys look distinctively different now - taste buds appear - roof of mouth come together and fuse - practices vital function of body
Fourth Month:	- tremendous growth in length, becomes 8 to 10" tall - increases 6 times in weight - function of placenta increases in importance - "Quickening" month
Fifth Month:	- one foot long and weighs approximately 1 pound - beginnings of hard nails on fingers - covered with downy hair
Sixth Month:	- proportions improve - grows 2 more inches - accummulates a little fat under his skin - buds for permanent teeth laid down - may have slight chance of living if born - covered with coating of vernix caseosa

Seventh, Eighth & Ninth Montns:

- gains most of his birthweight, gain of 4 or 5 lbs.
- sheds downy hair

LEARNING EXPERIENCES

Knowledge:

Study reference materials and define in your own words the following terms relating to prenatal development:

1. prenatal
2. conception
3. sperm
4. ova
5. fallopian tube
6. fetus
7. embryo
8. implantation
9. differentiation
10. chromosomes
11. genes
12. placenta
13. umbilical cord
14. amniotic fluid
15. uterus

Divide into six different groups. Choose one of the following months of prenatal development:

(first month, second month, third month, fourth month, fifth and sixth months, or seventh, eighth & ninth)

Study references related to your chosen month (s). Make up a schedule of events that occur at this time. Arrange to share your list with the other groups. Make up a master list of prenatal events and have it dittoed. (could be titled "Schedule For The First Nine Months Of Life")

Comprehension:

View the film, "Biography of the Unborn" in order to discover the events that occur during each month of prenatal growth. (The class could be divided into groups and each group be responsible for jotting down events for a different month. If necessary, repeat the showing of the film.) Share the schedules with the other groups and combine to make a "Calendar of Growth Before Birth".

View the film, From Generation To Generation, to help you better understand the process of conception and reproduction. Add to your Prenatal Schedule of Events for items not included previously.

Application:

Make up a "matching-type" quiz concerning the schedule of events of the prenatal period. Exchange papers with each other and take a quiz. Return the quiz to the author who will check it and return the quiz to you for correction.

EXAMPLE:

Column 1	Column 2
____1. implantation	a. First week
____2. quickening	b. 6-7 days
____3. differentiation	c. 4th month

etc.

Analysis:

Look at pictures or photos of a human zygote, embryo and fetus. Analyze in order to determine the "age" of the unborn child. [Note to Teachers: The following sources can be utilized for this experience:

Flannagan, The First Nine Months Of Life.

Life Magazine, Drama Of Life Before Birth. April 30, 1965, pp. 54-72a.

Life Magazine, Control Of Life. Sept. 10, 1965, pp. 59-79.

Newsweek, The First Year Of Life. Oct. 25, 1965, pp. 67-72.

Tanner, Growth. pp. 62-74.

The use of an opaque projector is recommended for showing these pictures to the class.]

Synthesis:

Write a paper titled, "Life Begins Before Birth".

* * *

Invite a group of expectant parents and/or young couples to your class. Present the information to them that you have learned relating to human growth before birth. Use appropriate visual aids to add interest and to promote learning. (pictures, dittoed material, bulletin boards, etc.) (See the first learning experience under Evaluation.)

Evaluation:

Evaluate your presentation which was given in class to young couples in the following way:

1. Students understandings and how well they were able to put the information across.
2. Value to the couples.
3. Suggestions for improving.

Interview two or three parents (mothers and/or fathers) to find out what information they have concerning the events and time schedule relating to the unborn child's development. Bring your findings to class and share with each other. Evaluate the adequacy of the parent's information in the light of your own newly-acquired information.

Generalization II: Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences. III_3

Desired Outcomes:

1. Understands what adequate prenatal care involves.
2. Sees the relationship of adequate prenatal care to the child's later development.
3. Recognizes the environmental conditions that may pose hazards during the critical periods of the child's prenatal development.
4. Understands the process of birth in relationship to the welfare and health of the infant and his mother.
5. Grows in appreciation of the importance of adequate prenatal care.

References:

1. Breckenridge: Growth and Development of the Young Child. Ch. 3 Birth Defects, pp. 15-17.
2. Brisbane, The Developing Child. pp. 31-40, 49-50
3. Children's Bureau, Prenatal Care. pp. 13-30, 53-59, 60-65.
4. Duvall, Being Married. pp. 144, 365-368, 371.
5. Duvall, Love and the Facts of Life. pp. 129-137, 140, 146.
6. Duvall, When You Marry. pp. 273-282.
7. Flanagan, The First Nine Months of Life. pp. 83-92.
8. Guttmacher, Pregnancy and Birth. Ch. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16.
9. Hurlock, Child Growth and Development. pp. 4-9, 14-17.
10. Montagu, Life Before Birth.
11. Offen, Adventure to Motherhood.
12. Read, Childbirth Without Fear.
13. Tanner, Growth. pp. 29-31.

Background Information:

"... During the prenatal period--that is, the nine months between conception and birth--a human being is more susceptible to his environment than he will ever be again in his life. What happens to him then can help him in his development, or it can hinder him; it can promote his growth or it can interrupt it."

Montagu p. 12

.....The events that take place before a child's birth, and his reactions to them, will influence him for the rest of his life. When he is twenty or forty or sixty there will still be aspects of his body or his mind or his emotions that will be traceable directly to the influences that acted on him before he was born.

The food his mother eats, her general physical condition, her immediate state of health, how old she is, how tired she becomes--these are some of the factors that are part of the baby's environment. These plus numerous others, separately and together, will largely determine whether or not he will be born healthy and normal.........

A few general recommendations to mothers are already emerging. The most important of these are:

1. Good nutrition is probably the most important single factor in the development of a child before he is born. Therefore, a pregnant woman--indeed, any woman who will ever be pregnant in the future--should be certain that her nutrition is not only adequate, but good. This is particularly true during hot weather, when most people tend to skimp on proteins. A developing child, especially during the first twelve weeks of his life, when his major organs are being formed, needs proteins more urgently than he will ever need them again, and his mother is his only source of supply.

2. A pregnant woman should not take any drug whatever during her pregnancy, unless her own life or health depends on it, as in the case of insulin for diabetes. There are several reasons for this....

3. She should not smoke.......

4. She and her doctor should use anesthetics and analgesics with great care. During the birth of the child, a regional anesthetic is better for the baby than a general anesthetic. This is because a general anesthetic, like the substances in cigarette smoke, cuts down the amount of oxygen in the bloodstream......

5. A pregnant woman should not have treatment with X rays unless it is absolutely essential for her health, and she should be extremely careful with X rays for diagnostic purposes, even in such small exposures as a dentist would give her for a routine examination of her teeth.

6. Sometimes protective vaccination and other immunizations are recommended, because some diseases and infections can travel from the mother to the child.......

7. A pregnant woman should be careful not to become over-tired. For this reason she should probably not work at a fatiguing job outside the home later than the fourth or fifth month of pregnancy.

8. She should try to remain as unperturbed as possible; her emotional condition is important to her baby.....

9. She should do everything possible to avoid having a premature child. If this threatens, she should be particularly careful to follow her doctor's instructions. Although these children are now magnificently cared for, a child gets off to a better start if he is born at term.

10. Special situations, such as those that go along with surgery during pregnancy, or the birth of twins or triplets, or birth by cesarean section, are handled best when they are planned and prepared for well ahead of time.

11. Very young mothers and mothers over thirty-five should take particular care with their nutrition, their rest, and their general health.....

12. Since a child who is only two or three weeks from conception can respond to his environment, every woman who is in her child-bearing years should follow these same recommendations at all times if she wants to insure her future children the best possible chance of health. In other words, even if she thinks she is not pregnant, she should be careful; she may find out later that she has been pregnant all along.

    Hoe do we arrive at all this? Some if it we recognize as common knowledge; we have known for generations that nutrition, for example, is of primary importance, and the continuing studies of the nutrition of pregnant women are among the clearest and most convincing of all the work done in this field. But emotions? Smoking? Anesthetics? Do we really know that these things are part of a child's immediate surroundings before he is born?

The answer is Yes. We know this because of the work of thousands of scientists who have spent years of their lives investigating these very things, asking these questions and many others besides, and slowly, meticulously, finding the answers.

Montagu pp. 12-15.

"The more I observe, the more I realize that none of the developments and changes which life brings find the individual so well prepared as for birth." This statement was made by Dr. Sandor Ferenczi, the distinguished Hungarian psychoanalyst."

Montagu p. 221.

"And yet birth is potentially dangerous. Indeed, the most dangerous journey in life is through the four inches of the birth canal, as Dr. T.N.A. Jeffcoate, Professor of Obstetrics at the University of Liverpool, has put it. Each of these statements sums up a complex series of events in a simple sentence. And like most such concentrations of meaning, each is an oversimplification, and to some extent each is misleading."

Source: Life Before Birth by Ashley Montagu, p. 221.

Doctors recommend that every potential mother observe the following simple, common-sense precautions in order to help protect her baby from birth defects:

1. DIET. A mother's health affects her baby. Maternal health should be developed from early adolescence by a diet rich in protein, minerals, and vitamins. During pregnancy, do follow the diet prescribed by your doctor.

2. DRUGS. Drugs may harm both the mother and her unborn child. Never take drugs during pregnancy unless they are prescribed by your doctor.

3. X-RAYS. X-rays may injure your baby. Their danger is greatest in the earliest days of pregnancy. If X-rays are absolutely necessary, your doctor can take proper precautions. If you know that you are pregnant, or suspect that you may be, be sure to tell your doctor.

4. RH FACTOR. Under certain conditions the Rh factor may cause serious illness in an unborn child; but effective treatment is often possible at birth. Do learn, before pregnancy, both your own and your husband's blood type. Discuss this with your doctor.

5. DISEASES. German measles in a mother in the first three months of pregnancy sometimes causes malformations of the baby; other viruses are being investigated as possible culprits. Don't knowingly expose yourself to infections during pregnancy, but do try to have your daughter exposed to German measles before she finishes high school.

6. THE EARLY DAYS and weeks of pregnancy are even more important than later weeks to your baby's development. Your doctor's counsel regarding pregnancy and the care of your unborn child is imperative. Do consult him as soon as you suspect you are pregnant, and preferably also before.

Source: Virginia Apgar, M. D.
Director, Division of
Congenital Malformation,
The National Foundation
March of Dimes.

Hazards

Poor nutrition, whether due to excesses or deficiencies, can affect the condition of the infant. Obesity, which has become a major concern in this country, may create a hazard to mother and child in that obese women are more prone than the non-obese to develop disorders of pregnancy that may affect the unborn child.

It has been suggested that the lifetime dietary history of a mother is equally, if not more important, than diet during the nine months of pregnancy.

"Evidence tends to show that maternal experience of deep emotions can affect the child. To be sure the 'old wives' tale of the effect of maternal impressions such as birthmarks from being frightened by a cat or longing for strawberries or the like is not true. However, deep and prolonged emotions can alter body chemistry.... So it could be that in times of long intense emotional disturbances during pregnancy the body chemistry of the mother could be so changed that the growing organism could be affected."

Breckenridge
The Infant & Young Child p. 126

Virus infection in the first six to ten weeks of pregnancy may interfere with normal fetal development. German measles contracted by the mother during the first three months of pregnancy may produce malformations such as heart disorders, cataracts, deafness and brain damage. Currently, researchers are working on a vaccine to protect pregnant women.

Obstetricians have cautioned their patients about the hazards of drugs during pregnancy. However, not until the thalidomide disaster, reported in 1961, did the lesson sink in. Then at least 5,000 infants whose mothers took the tranquilizer in early pregnancy were born with such deformities as flipper-like arms and legs or no limbs at all. Many doctors now recommend that their pregnant patients avoid drugs altogether.

A maternal deficiency of endocrine gland secretions (hormones) may affect the development of the fetus. A deficiency of thyroxin which begins in fetal life leads to cretinism, a condition in which both mental and physical development is retarded. Children of hypothyroid mothers have been known to have enlarged thyroids at birth.

RH factor and deep X-ray treatment during the early months of pregnancy can also affect fetal development.

In considering conditions which may be unfavorable to the growing embryo and fetus it should be remembered that such occur relatively infrequently. Once implantation is well established, the odds are overwhelmingly in favor of a normal delivery and a healthy baby.

Background Information:

Dr. Samuel Reynolds has said that like the three R's of education there are three P's of labor. They are: the Passage, the Passenger and the Power. One might add another, Psychology. Attitudes are involved in the process and progress of birth. The length of the labor, the welfare of the passenger and mother will depend on these four.

...."The baby's condition in birth will be quite parallel to that of his mother. If she has had a difficult time, he will also. If she is groggy from medication, he will have received the medication through the placenta, and he will be a sleepy baby. If she is wide awake, he will be too....." (Flanagan) p. 86.

Learning Experiences

Knowledge:

Jot down all the factors (things) involved in prenatal care that you can think of. See how well you did by studying available references. Add to your list. Share your list with the other class members and develop a master list to have dittoed.

After reading various references, list the influences in the environment (within and without) that could affect the unborn child's growth and development in an undesirable way. As a follow-up, determine what could be done to decrease these negative influences.

Invite an obstetrician or nurse to speak to the class on "critical periods in prenatal development."

Study reference materials relating to the birth process in order to understand the following terms: (an outside speaker may assist in your understanding)

- labor
- contractions
- Cesarean section
- natural childbirth
- forceps
- breech
- episiotomy
- false labor
- dialate
- transverse
- spinal anaesthesia (saddle block)
- cervix
- perineum
- training for childbirth
- hypnosis in childbirth
- afterbirth
- stages of labor

etc.

Invite a nurse or doctor to class to tell you about the process of birth. Questions prepared by class members in advance could be utilized by the speaker.

Invite 4 or 5 mothers to your class who have experienced different methods of delivery in childbirth. Ask them to explain the advantages and disadvantages of each one as they interpret their experience. Study references relating to methods in childbirth and compare the two sources of information.

Comprehension:

Write down three or four questions (on separate pieces of paper) you have concerning the birth of a baby. Place all the questions in a box and then taking turns draw out one at a time until they are all gone. Find the answers to your question(s) by studying the reference materials. Present your question(s) and answer(s) to the class, giving your source of references. Teacher may supplement if necessary.

After studying appropriate references, discuss the following:

1. Circumstances and events that may disrupt the orderly sequence of prenatal development.

2. Critical periods in prenatal development.

Prepare a chart for a bulletin board to illustrate hazards to the unborn child's "normal" development.

	HAZARDS IN PRENATAL LIFE
HAZARD	CRITICAL STAGE OF DEVELOPMENT
German Measles	1st 6 weeks - 3 months
X-rays (deep)	early months of pregnancy
Radioactive fallout	

Interview an expectant mother and/or father in your community to find out their views and understandings of prenatal care. Compare your findings in class. How do the results compare with the lists you made in class? What are the implications?

Application:

Make up two case studies illustrating specifically how prenatal care can affect the child's development at or after his birth. (Have an example of a desirable effect and another of an undesirable effect.)

Analysis:

Collect as many "old wives tales" as you can by looking up references and talking with parents. Bring to class and analyze each one and determine the validity of each tale. Support your answers with facts and existing information relating to the prenatal period.

Study references relating to the various types of delivery in childbirth. List the types and analyze each type by completing the following chart:

Type of Delivery	Possible Reasons for use	Husband's Role	Advantages to mother, to child	Disadvantage to mother, to child

Synthesis:

Divide class into four groups to conduct a survey on adequate prenatal care. Each group contact persons from one of the following categories:

I. Professional people in this field from your community.

II. Parents.

III. Teen-agers.

IV. Reference materials by a recognized authority.

A question you might ask to get the information could be: "What do you consider is necessary in order to produce a healthy normal child at birth?"

In class, compare the information from the four different sources. Using your combined findings, write a paper on, "The Importance of Adequate Prenatal Care."

Make up a chart (individually or in groups) to point out the relationship of a child's handicap and prenatal care he may have received.

Child's Condition After Birth	Possible Causes	Possible Preventive Measures
Cretin	Malfunction of thyroid gland	Adequate iodine, iodized salt, or drug prescription
Anemic	Lack of proper food, lack of assimilation	Proper diet by mother, medical supervision & diagnosis
etc.		

Evaluation:

Find out all you can concerning what your community offers in the way of prenatal care (include birth). This would include public services, private sources of help, education arrangements, etc. What are the strengths of the offerings? What are the weaknesses or limitations of the offerings in your community? What suggestions do you have for improvement in this area?

(A qualified individual from the Community may be invited to your class to give you this information.)

Generalization III: To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him. III$_6$

Sub-Generalizations: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

2. In our culture, the family is the most logical unit or group to assist the infant in having his developmental needs met.

Desired Outcomes:

1. Becomes aware of the physical and psychological needs of the infant.
2. Recognizes the family's role in meeting these needs.
3. Becomes aware that some infants may not have families and possible effects of such deprivation.
4. Learns about the importance of sensory experiences to the infant in his development.
5. Recognizes that there are individual differences in infants just as there are in adults.
6. Becomes aware of the stages of development that the average infant seems to go through from birth to one year.

References:

Aldrich and Aldrich, Babies Are Human Beings.

Brickenridge, Growth and Development of the Young Child.

Brisbane, The Developing Child. pp. 27-30, Ch. 3, 4, 5, 6.

Bowlby, Child Care and The Growth of Love.

Children's Bureau, Infant Care.

Duvall, Being Married. pp. 387-390, Ch. 20

Duvall, Family Living. Ch. 16, 17, 18 & 19.

Duvall, When You Marry. Ch. 14.

Ellett, The World of Children. Ch. 3.

Frazier, Parents and Babies.

Hymes, The Child Under Six. Ch. 3, 4, 5, 6, 7, 8.

Le Shan, How To Survive Parenthood. Ch. 4.

Spock, A Baby's First Year.

Spock, Baby and Child Care.

Spock, Feeding Your Baby & Child. Part III & pp. 197-202.

The First Year of Life. pp. 70-72.

A Healthy Personality For Your Child. pp. 4-5.

Chart: How A Baby Grows. Johnson & Johnson, New Brunswick, N.J. (Free)

Film: The New Baby.

Background Information:

Aldrich tells us that babies are different from birth. They act and react differently. In the hospital nursery, one baby may react with a violent start to a bang which scarcely disturbs his neighbor. Nurses know that some babies, when hungary, offer a mild, reasonable sort of protest while others indulge in angry shrieks and fist-shakings in a most imperative fashion.

".....The behavior of young babies cannot be bad. On the contrary, when subjected to thoughtful analysis it all appears to be definitely useful to the individual. The behavior labeled 'bad' usually concerns such vital matters as food, drink, and sleep and while lusty, is quite necessary for life." Aldrich, p. 47.

"It is important to recognize differences in babies, since an early appreciation of these variations adds to their interest and leads to more successful handling of each child's peculiar needs. In dealing with the more resistant reactors, for instance, it is found that all through their infancy, whenever a new procedure is introduced, they are likely to look upon the attempt as a challenge and to put on a show of rebellion. Politic and individual methods are worth more than years of training in managing the programs of such children." pp. 48-49.

".....Every child has the common experience during his early life of being surrounded and cared for by adults. Some of these adults are intimately tied up with his emotional development as well as with his personal care. Others, while not so closely a part of his picture, influence to a large extent what is done for him and how he is handled. His well-being is somewhat dependent, therefore, on the kind of relationship which exists between the various people who are most interested in him. No matter in what social group the baby finds himself, or what his race and creed may be, his parents are from the beginning the most important human element in his environment. Relatives young and old and other members of his household, as well as professional advisers, may exert their share of influence over him, but in the last analysis it is his father and mother who give or withhold the things which are of vital importance to his development." p. 51.

".....True education begins with the nursing bottle and the "potty", not with formal schooling....." p. 54.

"The very young baby who cried incessantly when we think he should be sleeping does not primarily present a sleep problem. His crying is due to discomfort, the reason for which can usually be found. Because his brain is not yet functioning in a voluntary way, we can hardly say that a baby in his first few weeks cried because he is spoiled. He is merely letting us know that he is uncomfortable and it is up to us to find out why. This does not imply that a baby should never cry when he is young, since he has no other way of registering his need for care. Prolonged or incessant crying, however, indicates that we are not successful in fulfilling his simple wants. The remark often heard that a baby must cry to exercise his lungs indicates an attitude which is not responsive toward his troubles. It is easy to blame this behavior on the baby's bad disposition. It is better treatment, though more difficult, to ferret out the cause." p. 68.

"This frequent insistence that children should be denied gratification is undoubtedly due to the prevalance of "spoiled children." Every doctor has the opportunity of knowing many such youngsters, but I have never seen one who was spoiled because his parents consistently planned his life to meet his basic needs. In my experience most spoiled children are those who, as babies, have been denied essential gratifications in a mistaken attempt to fit them into a rigid regime. Warmth, cuddling, freedom of action, and pleasant associations with food and sleep have been pushed out of the way to make room for a technique. The lack of these things is so keenly felt that by the time babyhood is past, such children have learned their own efficient technique of whining and tantrums as a means of getting their desires. In this way, is fostered the belligerent, fussy, unpleasant personality of the typical "spoiled child", who insists on undue attention because he has missed this fundamental experience. A satisfied baby does not need to develop these methods of wresting his comforts from an unresponsive world. It is axiomatic that satisfied people never start a revolution." p. 97.

DEVELOPMENT SCHEDULE - pp. 103-106.

(Modified from Gesell)

First Period:

Sleeps - most of time when not nursing or being attended to.

Pupils - contract and dilate in response to light.

Muscular reactions - to stimuli, touch, taste, smell, hearing, tonic neck reflex.

Respiratory reflexes - cough, sneeze, yawn, etc.

Nursing reflexes - hunger cry, rooting movements, suckling, swallowing.

Defense reflexes - cries with pain, discomfort, or loss of equilibrium, withdraws from painful stimulus, blinks at strong light, makes defensive hand movements, starts at loss of equilibrium, shivers in cold, resists restraint, etc.

Muscular activities - random movements, lifting head backward, stretching, putting hand to mouth.

Reactions to sounds - starting, blinking.

Emotions - crying.

Second Period:

Sleep - awake in late afternoon.

cries - when handled, when wet, when sleepy.

Smiles - used as voluntary response.

Vocalizes - imitates sounds soon after.

Hears - and attends to voice and music.

Sees - follows light, fixes gaze on mother's face.

Recognizes - objects, mother, bottle, etc.

Conditioned behavior - begins to be quieted by caress, picking up, voice, music, etc.

Habit-forming begun - feeding, sleeping, bathing, dressing, etc.

Third Period:

Sleep - awake more of the afternoon.

Muscular activities - holds head erect, resists back pressure, tries to sit up, makes crawling motions, pushes with feet, rolls from side to back or abdomen, picks up objects.

Feeding - introduction of spoon.

Voice - more varied sounds, laughs aloud.

Eyes - follows moving objects, blinks at sound, hand and other objects brought near, regards such objects as cube, spoon, rod, ring.

Resists - putting paper over face and other restrictions.

Plays - with hands and objects, enjoys bath (kicks feet and splashes), enjoys nursing and being with adults in that he reacts with selective attention to facial expressions.

Fourth Period:

Sleep - awake part of morning and afternoon, may sleep all night.

Muscular activities - sits alone, rolls completely over, creeps or hitches, jumps up and down, manipulates objects he can hold, reaches for objects, has good prehension, can relax hold at will, holds bottle to mouth and removes it.

Voice - says da-da or ma-ma, etc.

Eyes - distinguishes well as shown by consciousness of strangers, reachers for objects, recognizes familiar things, looks for fallen objects.

Hearing - makes noises purposely, banging, etc.

Plays - reaches for objects to play with, holds objects in both hands.

Teeth - erupting.

Fifth Period:

Sleep - all night sleep usual.

Muscular activities - stands with help, walks with help, pats objects, scribbles, unwraps objects.

Feeding - handling cup and spoon - coarse foods.

Voice - uses more words, imitates, says bye-bye.

Eyes - places objects in relation to each other, as cube in cup, etc., tries to imitate actions.

Hearing - adjusts to words, waves bye-bye, is conscious of musical rhythm.

Plays - more actively with objects, rings bell, plays peekaboo, pat-a-cake.

Habits - bowel control begins.

Sixth Period:

Sleep - gives up morning nap.

Muscular accomplishments - stands alone, walks alone shortly after standing, climbs, shows preference for one hand.

Social adjustments - inhibits hand to mouth on command, imitates actions, says hello, asks for things, begins bladder control, tries to put on clothes, uses spoon and cup, obeys commands.

Plays - scribbles spontaneously, builds blocks.

Voice - says several words.

Seventh Period:

Muscular activities - walks alone, climbs stair, feeds self.

Social adjustment - asks for what he wants, builds more intricate objects with blocks, listens to stories, points to different parts of the body, says thank you, habitually inhibits a few acts, looks at pictures, displays humor, and notices other children.

Voice - puts words together, counts two or three, repeats things said, names objects.

Plays - climbs for objects, handles several objects at once, throws a ball.

Eighth Period:

Voice - speaks sentences, tells experiences, tells name, names colors.

Social adjustments - shows affection, plays imitatively, is better able to dress self and control eliminative functions, knows tunes by name.

Plays - imitatively, listens to stories with pictures.

Source: Babies Are Human Beings, by C. Anderson Aldrich, M.D., and Mary M. Aldrich.

Someone has said that, "Good Babies are made, not born". Mothers who are easy-going, calm, understanding, outgoing, usually have "good" babies. While others who are extremely high-strung, short-tempered, and given to introspection may have "bad" babies or babies with more nervous tendencies, longer periods of colic, greater restlessness and the like. Parents, especially first-time ones, usually are not even concious of the effect their temperament and personalities have upon the behavior of the young infant.

Anticipating the infants' developmental needs can be an asset in rearing a happy, healthy child, and in turn be less frustrating to the family. For example, a playpen in the fifth month can be a frightening experience, but never to a baby who has been in it for short periods from the third month. The following characteristics illustrate the stages most infants go through in their motor development. Parents can help the child in his growth and adjustment by understanding these stages and also by setting "the stage".

CHARACTERISTICS - MOTOR DEVELOPMENT

Neonate age level (birth - 2 weeks)

1. eyes closed most of time
2. mouth active most of time: quiver, hiccup, yawn, sneeze, stretch, sucking movements, swallows imperfectly
3. whole body moves
4. breathing irregular
5. can lift head up briefly from mattress when lying on stomach
6. curls up in pre-natal fashion
7. responds to loud noises
8. flinches at light
9. Moro, Darwinian (grasping) and Babinski reflexes present at birth, but disappear later
10. head wobbles and jerks about in upright position if unsupported
11. more discomfortable he is, the more movements he makes (with us it's the louder we are)

Six Weeks:

1. eyes more mobile - seek distant lights
2. may ignore ring dangled in vision
3. may start to unclinch his fist
4. fingers of two hands come together, touching, exploring
5. begins to have some rudimentary and uncertain control over his head and neck

Three-Four Months:

1. cube manipulation - reaches with eyes first - shows more visual interest in nearby objects
2. eyes fix on dangling ring
3. manipulation - learning to use thumb and fingers
4. toy - soft ball or rattle hung by cord over crib gives practice in reaching and grasping - in directing his hand to strike an object - in coordinating the eye muscles to follow a moving object (Be careful of over-stimulation or over-fatigue - not too close also.)

Five-Six Months:

1. can hold head up strongly
2. can lift upper part of body off table or bed, by pulling elbows under them - stay up for a few seconds
3. if unhampered by clothing, can roll himself over from stomach to back
4. may be able to propel himself by wiggling or hitching
5. sit with support - falls when tired or wants to reach something- still wobbly
6. stepping movements may be made
7. cubes - touches, grasps with Palmar scoop, but fumbles
8. hand-mouth coordination now
9. toy - string of large wooden beads or spools - piece of crumpled tissue paper makes intriguing noise (use of ears, eyes & movements of hands)

Nine Months:

1. pokes and plucks
2. able to sit alone
3. usually learned some technique for getting around, hitching, creeping, crawling
4. stand with support
5. cube - reaches on sight - transfers cube from one hand to another. Can now handle two cubes so picks up another one.
6. develops skill of pincer grasp - use of thumb and finger - picks up tiny objects for practice
7. toy - use of rubber ball can provide an incentive for wriggling, pursuit and eye - hand coordination
8. hand-mouth coordination on the wane

Twelve Months:

1. crawls or creeps
2. may begin to try out walking with help (average age 13 or 14 months but range 8-15 or 16 months)
3. drop from standing to sitting position
4. pulling up from a sitting position
5. toys - blocks fit to size of child - single boxes to open and shut - kitchen closet items - things on low furniture
6. wants to start feeding self
7. hand-mouth coordination inhibited
8. cubes - can handle 3

SOCIAL DEVELOPMENT OF INFANT

Social Development involves relationships with other people; the practices and attitudes regarding other people. In our culture, society places a high value on social adjustment and getting along with others.

It has been accepted by those in the behavioral sciences that there is a pattern or sequence of development that the child goes through in areas of development. The following list of activities indicates social development:

Neonate Age Level (birth - 2 weeks)

1. Crying and mass activity are considered social because they call forth a response by others.
2. Social behavior develops as soon as adults begin to cuddle the infant.
3. In feeding the infant, the adult conveys more than nourishment - also a feeling of affection or rejection.
4. Infant becomes aware of other people sooner than he becomes aware of himself as a clearly defined entity.

6 Weeks - S. D.

Starts to smile - feels like responding to people.
Reacts to people by giving passive attention such as looking, making small movements, with arms and legs, or turning eyes to follow someone.

3-4 Months S. D.

React actively to people who talk to them by smiling, cooing, laughing out loud, or waving arms and legs in an excited manner.
Smile in return.
May, by 3 or 4 months, discriminate between persons-general response to familiar **person** - recognizes mother as different from father.
Begins to react to other children by brief notice, such as a smile.

5-6-7 Months S. D.

Social initiative may occur when infant smiles at recognition of familiar persons, whether or not these persons take the initiative in playing with him.
Shows resentment at being parted from a familiar person by crying.
May withdraw from strangers.
Reaction to other infants - brief interest in each other - will reach for each other's toys or poke a finger at each other in playful gesture.

By 6 or 7 months is experiencing the intense thrill of conquest over his own body and is so absorbed in his newly acquired control of eyes, head, arms and hands - that he pays slight attention to other people except for a moment or two.

9 Months

Begins to develop capacity to imitate - he may begin to learn patty-cake, bye-bye.
Too, he will play by himself for relatively long periods. He is quick to let you know his desire for a shift of toys or company. Likes to be with family group.
May develop coyness - by putting his head to one side as he smiles.

9 Months

Shy with strangers and particularly a strange voice.
Demands more of his mother.

12 Months - S. D.

High degree of sociability as compared with younger infant (if given sufficient previous social experiences).
Waves bye-bye - playing pat-a-cake.
May respond to "give mamma the ball" type of thing if adult reaches gently and smilingly towards the child. Simple phrases he understands.
Likes to give or hand things to people as a social gesture - but may howl profusely if the adult takes the offer seriously.
Usually show definite likes and dislikes for people.
Does not remember people for long unless have had some unusual emotional experience with them.
Seems to forget his own mother or father if absent from them a week or more. However, rapid reacquaintance when she or he returns.
Reaction to other infants - offers toys - but, treats them more as objects.

The infant seems to be born with a compelling urge to learn. He exhibits this in the constant use of his senses; touch, taste, smell, hearing and sight. In order to meet this drive, the infant needs opportunities for many and varied sensory experiences. He learns by using his hands, mouth, ears, nose and eyes. Toys or play materials will help him learn about the world and the people in it. Some suggested play items are:

1. Toys that attract the eye, tickle the ear and tempt muscles of young infants:

    strings of colored plastic beads
    spools or large buttons
    small bells on string to hand from crib
    rattles
    large plastic rings
    floating bath toys

2. The sitter-upper has strengthening eyes and muscles that urge him to get better acquainted with his new world. His toys must be sanitary, smooth, non-toxic, durable and without small detachable parts to get into throat, nose or ears. A safe place to explore his toys is imperative. The sitter-upper needs:

    TOYS THAT APPEAL TO THE SENSES AND MUSCLES:

    soft toys for throwing
    light plastic blocks
    washable unbreakable doll
    tinkling bells, musical rattle
    tissue paper for rattling or tearing
    squeaky toy animal
    nests of hollow blocks or boxes to pull apart and put together
    empty containers with removable lids to take off and put on
    toys in boxes or baskets for putting-in and taking-out
    floating bath animals

Recently a publication was completed by the Federal Extension Service that included material emphasizing the importance of sensory experiences in the learning process of infants. The following passages are taken from the teaching outline, Parents and Babies.

Some people pay little attention to babies. Babies stay in bed and cause little trouble unless they are hungry, wet, or hurt someplace. But babies need lots of attention if they are going to develop as they should.

The first year of life is important. Babies learn when people give them a chance to touch, feel, see, taste, and smell many different things.

Babies learn through their skin. When they are held, stroked, and cuddled, they develop faster. They feel safe. When they are left alone, they don't learn to trust people. They develop more slowly.

Each baby grows and learns at his own pace. But each baby's growth follows a pattern. He cannot learn until his body is ready. For example, a new born baby's fingers will close around your finger when you put it in his hand. But he can't reach out and take hold of something.

You can try to teach him, but he can't do it until his body is ready.

When his body is ready, he needs things to reach for.

Parents help babies learn when they give babies a chance to do the things they are ready to do.

Parents learn to love a baby as they care for him. A baby smiles, coos, and responds to parents. Parents like this. They get more feeling for the baby. They enjoy and play more with him. This helps the baby to develop.

Babies Learn by Touch and Tasting

Babies learn by touching and feeling. They learn through their skin. Mother helps the new baby develop when she holds him close to her body. She helps when she strokes his cheek or rubs his hands. She helps when she rubs his body.

The baby learns by playing with his own body. He plays with his fingers and toes.

The baby's first toys should be things he can grasp. He can grasp the handle of a rattle if it is put in his hand. When he is older he can reach for it and hold it.

When a baby can use his thumb and forefinger together, he needs small things he can pick up. Prepared cereals or other foods give him practice in using his finger and thumb. Don't give him anything which would cause him to choke.

Later baby learns to drop things. He needs the kind of toys he can drop and he needs someone to pick them up for him.

Babies need some soft, cuddly toys. Baby will taste these, so they must be washable.

All toys for babies should be safe to chew and taste. Baby learns by tasting and feeling things with his tongue.

How Babies Learn To Talk

Babies know how to cry and make sounds but they have to learn to talk. They learn from parents and other people who take care of them.

Parents should talk to the baby when they feed him, change his diapers, bathe him, and hold him.

When a baby is a few months old, he is ready to coo and blow bubbles. Parents need to coo and talk to the baby when he blows bubbles and makes sounds.

Babies need lots of practice with making sounds before they can say words.

When parents talk to the baby and the baby smiles or coos back, the parents feel good. It makes caring for a baby more fun. It helps the baby learn and helps him feel good about people.

Babies Look and Learn

Babies learn from the things they see. They need to have things to look at. They need to be where they can see around them.

Babies should lie on their backs some of the time so they can see.

They need pictures on the wall to see.

Mothers can hold babies up to look out the window and talk about what they see.

Bright colored toys that move, hung above the baby's bed, give the baby something to look at. They help his eyes focus. When he is around 3 months [illegible] he will try to reach for the toy. This will help him control his bod[illegible]

Playing G[illegible] baby

Babies [illegible] parents play little games with them.

Pat-a-cak[illegible] waving bye-bye help a baby gain control of his hands and arms. These games help him have fun with other people. They help other people enjoy the baby.

Games like peek-a-boo help a baby learn that things that disappear come back again. This is a hard idea for a child to learn. He first starts to learn this when parents play games with him.

During the first year of life the baby explores his body. He will look at his hands and feel and touch parts of his body. This is another way he learns. Parents help when they play little games with baby.

Source: Written by Roberta C. Frasier, in collaboration with Edward V. Pope

Needs of Infants

Dr. James Hymes has indicated the needs of babies and given suggestions to parents and other adults in helping to meet these needs. The following is taken from his book, The Child Under Six.

The Climate in The Family

The whole atmosphere that surrounds the child, the spirit in the air he breathes, is a key part of this process. From the very beginning a baby has to be enjoyed and appreciated for what he is -- a baby! And a baby is something special. Not an adult. Not a teenager. A baby is a baby, and does very peculiar things that are right for babies. He has weaknesses that are a baby's weaknesses, and strengths that are a baby's strengths.

The atmosphere is healthy when it conveys how glad two parents are that they have a baby-they wouldn't trade him in for any other age.

A baby's skin is soft skin. The atmosphere is right when someone thrills to touch its softness-to stroke a cheek, to tap a button nose.

A baby is a little tyke. The spirit in the air is right when someone yearns to cradle a whole head in the palm of one hand, or to touch and fondle and marvel at the tinyness of toes, the delicate quality of fingers and the fine features of an ear.

A baby is squeezable. All's well when someone feels a powerful urge to pick up the baby and hold him tight-and gives in to that urge.

A baby has a special smell. The tone and atmosphere and climate are good when someone cannot resist nuzzling into the baby's tummy while the baby laughs and pulls hair.

A baby is tender. He needs a gentle someone who lightly washes his face with a deft, quick touch-and a smile! A baby frightens and worries when his face is covered and when arms and legs are held down. He needs someone who is quick but not rough pulling shirts and swea[illegible] over his head.

A baby loves motion. In a world good for him, someone [illegible] rock him, likes to sway with him, or bounce and walk and hold h[illegible]

A baby is timid. He takes to the new slowly, just a li[illegible] a time-a little taste, a little feel. A brisk efficiency in the [illegible]t's-do-it-and-get-it-done--is unsettling. A baby needs a summertime pace, a slow and drawly tempo.

A baby loves sounds. The spirit is right when someone around sings (no matter what the voice is like!) and talks about anything in the whole wide world, through bath and feeding and dressing, as if the baby understood.

A baby loves strength so he can test his own growing strength. The climate is good when someone takes the time to push against his feet, so he can push back.

A baby loves games, silly games. The world is in good shape when someone else also gets fun out of Bye-Bye and Peek-a-Boo. And then later, when someone has the strength and the energy and the time to make Ride-A-Cock-Horse, a laughing time, and Piggyback a time of happy excitement.

Everything the baby loves, he loves again and again and again. Splash in the bath and the baby wants "more". Lift him up high and it's "Do it again!" Kiss his neck, and you have to kiss it again. Laugh and make a funny face-once is never enough!

Babies are strange creatures, with strange ways and strange pleasures. If you take them as you find them and are pleased, your baby senses your pleasure and feels loved.

We Don't Have To Be Perfect

But some baby ways and child ways are not always pleasing. A baby drools and spits up. This is how a baby is supposed to act. A baby wets. When he is older he squashes his cereal in his fists and squeezes it through his fingers. And all through his early years a healthy child will always have a special affinity for the gushy and the messy-for mud, for dirt, for paints, for water. He will rub his fingers on the butter, smear and pat milk on the tabletop.

Hold a baby and he pulls your nose or the hair on your head. He pulls your glasses off and he pokes at your eyes. As he grows older a child does other things, neither better nor worse, but they may be more irritating. The young child grinds the cigarettes and ashes in the ash tray. He squashes a tomato so the juice squirts and flows down his front.

A baby drops things. He breaks things. He is sure to spill his milk!

All this and more is a baby and a child. No one can be pleased with all of it.

Fortunately, enjoying a child does not mean that you grin all the time, or that you have nerves of steel, or that you never feel exasperated or deflated or defeated. Babies do not need a climate of total sweetness and light. They do not need angels to raise them, nor paragons who never get a sore back from all the lifting and hauling or tired feet from all the carrying, or aching hearts from the never-ending mess.

People will do. Ordinary people are all a baby asks for. We can be ourselves. We each have our own sense of humor, our own special tolerances where we are easygoing, and our own sore spots where we are touchy. There is no one golden pattern we must follow, nor does everything have to fill us with joy. What counts is the overall weight of our responses, the way we feel most of the time. Our general spirit and tone can "say" to the baby: We're glad we have you! And we can each "say" this in our own way.

Three Warnings

There are only a few warnings that we all would do well to remember:

First, it doesn't help if we are so stiff and standoffish, or so scared of spoiling the baby, that we hold back and hide the pleasure that we feel. Babies are not spoiled by our love. They are not spoiled because we fondle them and cuddle them and enjoy them. Love is sunshine that nourishes babies; it doesn't rot them.

Second, it doesn't help if we are harsh. Harshness really worries a baby. A steady flow of anger or a fiery blowup really upsets him. Even when the baby seems to invite it, remember: Babies are the wrong people to slap or spank or hit. They are the wrong people to scream or yell at. They are the wrong people to punish severely. You can hit a schoolage child, if you really feel you must, and you can hit an adolescent (if you really feel you can!) but it simply is not safe to hit or slap a baby.

We think that the incident is just a little storm. But very young children are so utterly dependent on our love and good-will that our "little storm" always looks like a wild tornado to them. We run the risk of hurting much more than we mean to. Specific and explicit discipline becomes important later, as the child grows. But right now-with an infant, a baby, in the first year or so-there is no harm at all in being a "softy". Our gentleness will not make the children "soft". It gives them strength and helps them grow.

Third, it doesn't help if we rush in to take away from babies their own brand of comforters. Almost all youngsters in our society have something they turn to, their special "do-it-yourself" pacifiers and peace bringers. Many babies and very young children cling to a soft fuzzy blanket. A great many suck their thumbs when they are very little. And many go whole hog-they suck, they clutch their blankets, and for good measure they twirl a wisp of hair or rub their soft ear lobes, all at the same time.

These "do-it-yourself" comforters serve a very basic purpose in early life. They are the baby's equalizers. He turns to them to make up for our stormy moments, for life's enevitable letdowns in this imperfect world, and for any shortages in the sucking which is so important to young children. We have a stake too (as well as the baby) in not abruptly ending these comforters. As long as the baby has his equalizers, we don't have to be perfect! Blanket and thumb let him make up, on his own time, for our being just humans.

Even if we didn't know the reasons why these handy comforters are so important, we ought to be willing to string along with them. Obviously, young children enjoy their thumbs, their blankets. Sucking, twirling, clutching may not be our kind of fun but it is theirs. They have, for a relatively brief time in life, a special sensitivity to soft feels, to rhythmic motion, to warming sensations. Babies are disconsolate when the blanket is temporarily lost. They relax and are contented when their comforters are at hand. Anything so deeply pleasing to a child ought to be pleasing to us! We have to develop real restraint about blocking any activity that a child does so eagerly and intensely, over and over.

"Peanuts," the comic strip, has probably helped many of us to hesitate before robbing children of their blankets. Page after page, however, could be written describing all the ingenious techniques that have been devised to stop thumb-sucking babies-alum, or anything nasty and bitter on the thumb, mitts that keep the thumb always under cover, splints to prevent a child from bending his arm and to keep his hand from reaching his mouth, bandages on the thumb, bribes and weird threats that the thumb will get swallowed or fall off or disappear.

We have to slow down. We must not rush in to take away from children what they so clearly seek unless we are completely certain that we can offer something in return that will make the child feel even better. The wise parent feels good when his child feels good. This happy acceptance helps a child know that we are glad he came, and that we love him in spite of his funny baby ways.

Source - Hymes, The Child Under Six. pp. 38-43.

Sense of Trust:

The component of the healthy personality that is the first to develop is the sense of trust. The crucial time for its emergence is the first year of life. As with the other personality components to be described, the sense of trust is not something that develops independent of other manifestations of growth. It is not that the infant learns how to use his body for purposeful movement, learns to recognize people and objects around him, and also develops a sense of trust. Rather, the concept "sense of trust" is a short-cut expression intended to convey the characteristic flavor of all the child's satisfying experiences at this early age...

Trust can exist only in relation to something. Consequently, a sense of trust cannot develop until the infant is old enough to be aware of objects and persons and to have some feeling that he is a separate individual. At about three months of age a baby is likely to smile if somebody comes close and talks to him. This shows that he is aware of the approach of the other person, that pleasurable sensations are aroused. If, however, the person moves too quickly or speaks toosharply the baby may look apprehensive or cry. He will not "trust" the unusual situation but will have a feeling of uneasiness, or distrust, instead.

Experiences connected with feeding are a prime source for the development of trust. At around four months of age a hungry baby will grow quiet and show signs of pleasure at the sound of an approaching footstep, anticipating (trusting) that he will be held and fed. This repeated experience of being hungry, seeing food, receiving food and feeling relieved and comforted assures the baby that the world is a dependable place.

Later experiences, starting at about five months of age, add another dimension to the sense of trust. Through endless repetitions of attempts to grasp movements in such a way as to reach his goal, through these and other feats of muscular coordination, the baby is gradually able to trust his own body to do his bidding.

From, Growth and Development of The Young Child, Breckenridge & Murphy, pp. 272-273.

Breckenridge has presented the needs of children in the following two main categories:

Physical	Psychologic
Warmth	Warmth
Security	Security
Rest-sleep	Social contact
Activity	Dependence-Independence
Nutrition	
Elimination	

Other specialists in the field of child study have used a variety of terms to express these needs such as:

love
affection
recognition
approval

food
shelter
etc.

The important thing to remember in relationship to infant development is that infants have certain physical and psychological needs that must necessarily be supplied by the adult in the situation. Meeting these needs will assist the infant to develop a sense of trust that Erickson believes is important in the formation of a healthy personality.

Excerpts from: A Healthy Personality For Your Child. pp. 4-5,

What is it that infants seek? What gives the baby the strength he must have to go ahead and grow?

You could guess it, even if no one ever wrote it out: A feeling that his world is O.K., a sense of trust from being in it!

Just like the rest of us, if he can feel that the NEW is trustworthy (and for him the NEW means everything--People, things, events, himself!), then he can relax. He can give his energy to growing. He does not have to be jittery--either fighting all the time (because this world is an enemy) or frightened all the time (because he cannot trust the world).

It Happens Easily

This "sure" feeling is the rock bottom on which later life is based. Luckily, it comes easily to most children.

You bring the feeling to them through all the simple things you do when they are infants--your warm holding when you nurse them; the friendly loving way you talk to them; your willingness to comfort them when they cry; to change them when they are wet; to fondle them when they want some company.

Your love carries this sure feeling-"Everything is O.K.!"-inside to their bones. You don't have to make any special point of it. All the kindly attentions that are so easy to give to babies bear the message.

Your smiles tell it to the child and the little songs you sing--your laughter and your appreciation; your not being harsh or stern or shouting. If you let yourself show the love you feel, your youngster will get what he is wanting.

He will get it, too, when you let him do things for himself: The reaching out for toys, the trying to crawl, the first standing up.....the chances a child seeks to test himself out. They tell him that his body is a friend, too.

No matter how old your child is now, support him when he wants you to. Comfort him, when he wants you to. Stand by him, when he wants you near. When he asks for your helping hand, accept the fact that he does and give it to him. This will not make him soft; it will give him the courage to grow.

When he is an infant and cries, you hold him. When he is sad, you comfort him. His crying tells you that he wants some loving; his relaxation and happiness and peace tell you that you are right when you give it to him. The infant who senses fully that this is a friendly supporting world moves on to the next stage in his growth. pp. 4 & 5.

Learning Experiences

Knowledge:

From your readings and discussion, compile a list indicating all the ways that infants exhibit individual differences.

Talk with parents and ask them how their children as babies were different from their siblings.

View the film, "The New Baby". (19 min.). Some students jot down all the physical needs portrayed and others jot down all the psychologic needs that are portrayed. Identify the needs. Discuss how these needs were met by the particular family.

Divide into groups of three or four to do some "brain-storming" with the following questions, "What kinds of things or services do infants in our culture seem to need the first year of life? Why do they need them? Make a list of these "needs" and share with the class.

List all the needs on the chalkboard under two headings:

Physical -- Psychological

Invite a group of parents to class (or interview a couple of parents) to tell you about the things and services their babies seem to need or require. Keep a record of their responses.

Observe infants in the community for evidences of motor and social development. Record the age of infant and the behavior that was exhibited. Compare your findings with the information in references or text.

If needed, arrange for mothers to bring their infants to class to demonstrate how physical needs can be met. (Bathing, etc.) Ask mothers to tell you how they felt in taking care of these needs with the first baby.

Invite a social worker or qualified person in the community (minister, doctor, nurse, lawyer) to tell you about infants without families--what happens to them, etc.

Look up references, articles, etc., pertaining to infants without families and report your findings to the class.

Comprehension:

Have a brain-storming session to answer the following question, "What is the role of the family in promoting desirable physical and mental health of the infant. Assign a reporter to write down the ideas. Study resources--relating to family role and compare this information with the "brain-storming" ideas.

Have an "Infant Day"--
Arrange with parents in the Community to bring their babies to class. It is desirable to have about five or six infants ranging in age from two weeks to one year in order to get acquainted with various stages of development. Conduct it as a lab with an informal and relaxed atmosphere.

(Note to teacher) Students may need a structured observation form to make this a meaningful experience.

Study the references relating to needs of infants and record by making a list of the needs. Compare the information with the other three sources (parents, speaker, film) and devise a master list for class use. (This could be presented to parents at a P.T.A. meeting or other scheduled time and place.) (application)

Using your master list of physical and psychological needs, discuss the following questions:(1) Who is/are the logical person(s) to supply these needs to the infant? (2)Is it possible to have a substitute supply these needs? Defend your answer. (3)Why are some parents reluctant to supply these needs? (4)What may happen to the infant if his needs are not met? (may take needs separately here)

Application:

Study references concerning characteristics of infants relating to motor and social development. Compile a list showing the stages or sequences an infant seems to go through in these areas of development. Divide into groups and each group make a bulletin board appropriate for a certain stage. (Neonate -- Six weeks old -- 3 months -- etc.)

Introduce a toy or play material to an infant that would provide a sensory experience for the baby. Report to class what you did and the infant's response. (Be sure to include age of child.) What value did this seem to represent for the baby?

Analysis:

Observe infants and parents in the community (homes, meetings, doctor's offices, etc.) for incidents showing how needs were met or unmet. Write up the situation you observed as it occurred and then analyze the situation relating to a particular need or needs.

Read case studies, news items, stories, etc. relating to infants and families. Analyze the material to determine the needs that are involved, how they were met or unmet and the possible influence upon the development of the infant.

Synthesis:

Invite a group of parents of infants to class. Present information relating to the importance of sensory experiences in an infant's development and encourage them to add to the discussion. (Class members could be assigned various responsibilities for making charts, bulletin boards, visual aids and reports.)

Evaluation:

After studying and analyzing the needs of the infant, write a short composition on "The kind of Discipline for an Infant." Be able to defend your views. Divide into groups and evaluate the papers according to what we understand about needs of infants and their development.

After studying references relating to physical and psychologic needs, bring a picture to class that you feel illustrates a physical or psychologic need of the infant. Exchange pictures. Identify the need that seems to be portrayed and orally explain the need to the class. (Each student can evaluate the response related to the picture that she brought to the class.)

HOW TO SURVIVE PARENTHOOD

(Preparation for Parenthood)

Later Level

(Family living - Boys & Girls)

Time: 20 - 30 lessons

Desired Outcomes:

1. Becomes exposed to the realities of parenthood--not only the positive aspects but also the less positive aspects.
2. Begins to accept parenthood as a worthwhile but often difficult and trying job.
3. Recognizes that human beings of all ages seem to have certain needs, whose fulfillment contributes to the building of a healthy personality.
4. Becomes familiar with the common characteristics of the various age levels in order to better understand needs.
5. Realizes the changes and attitudes that may occur in the family with the arrival of children.
6. Recognizes the part that husband-wife relationships play in the child's growth and development.
7. Realizes that parents have various philosophies of child-rearing.
8. Becomes aware that there is no one method or pattern of child-rearing that is right, but that families and children differ.
9. Becomes exposed to the different kinds of responsibilities parents may encounter in rearing their children.
10. Becomes familiar with the services available for parents at local, state and national levels.
11. Enlarges concepts of the adopted child, foster child, stepchild, one-parent family and explores this possible influence upon the child's development.
12. Becomes aware of the varying roles of the father, mother and child in our changing world.
13. Begins to think about his own role expectations relating to parenthood and how this may affect his family situation.
14. Explores and becomes familiar with some of the over-abundance of publications aimed at "parent education" and develops some ability to discriminate between adequate and inadequate information.
15. Becomes familiar with the physical and psychological aspects relating to the reproductive process, pregnancy and the birth process.

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Generalization I: The needs of parents and children are sometimes complimentary and at other times conflicting. III_{24}

Desired Outcomes:

1. Becomes exposed to the realities of parenthood--not only the positive aspects but also the less positive aspects.

2. Begins to accept parenthood as a worthwhile but often difficult and trying job.

3. Recognizes that human beings of all ages seem to have certain needs, whose fulfillment contributes to the building of a healthy personality.

4. Becomes familiar with the common characteristics of the various age levels in order to better understand needs.

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Background Information:

Eda LeShan, a parent and psychologist has written a delightful and informative book, How To Survive Parenthood. She reports that at twenty she thought children were wonderful and could grow up to be perfect, except for one slight drawback: they had parents. So she very diligently proceeded to "educate" parents on the right way to raise children. She met a stumbling block, however; she became a parent herself! She reports:

"We discovered that our daughter, uncommitted to any school of psychiatry, wasn't going to fit any of our formulas; she was an unpredictable, mysterious, unknown quantity; she was herself. The whole thing came in a steady and continuing flow of shocks to our professional egos. In our work, we began to look with a juandiced eye on the too-easy, pat explanations of human behavior. Clinical diagonoses failed to satisfactorily describe the marvelous quirks and fascinating peculiarities in people. It distrubed us mightily, but we began to admit to each other that diagnostic test reports all sounded alike; everybody went through an oral phase and an anal phase and an oedipal phase; but people who had the same labels were so markedly different--there just had to be more to the picture. We also began to observe that insight into their own unconscious problems wasn't curing patients receiving psychotherapy of all of their problems. Gradually our tools for understanding and solving human problems began to appear less magical and all-powerful. Humility set in; in fact, a new humility is abroad in the land. We are beginning to realize that it was a violation of the human spirit to treat it like a machine. No single theory or group of theories, none of the labels we created, however valid they may have been, in part, ever captured the essence of man. A diagnosis doesn't create a person or explain poetry or idealism or love. We are beginning to have a healthy respect for the unknown mysteries, the strange and special and still little understood human soul.

"If we can accept and understand where we lost our way we can begin to move again, without that sense of having been betrayed, without cynicism and a sense of having failed. For we certainly did not fail at all. The new insights have contributed enormously in helping people to understand themselves and each other, to communicate, to express their needs, to release themselves from the paralyzing effects of serious emotional crippling. Our error lay only in expecting too much and in assuming that we could define and create the healthy personality, whereas this involves a range, a variety, a breadth of possibilities, before which we must still stand in awe and wonder."

* LeShan, pp. 18, 19

"We knew about the joys, and the pleasures of marriage and parenthood, but no one ever really told us about the displeasures, the serious responsibilities, the plain drudgery."

* LeShan, p.23

"Life is never easy or fun all the time. Parentood has wonderful attributes which hardly need explanation; it offers a special kind of fulfillment; it brings with it a keener sense of being alive; a renewed and reawakened sense of wonder at life and at growth; and it is of course, an affirmation of love--it makes the meaning of marriage more tangible and real. But even little babies can be big burdens and why shouldn't we hate and resent them once in awhile? Most of us feel overwhelmed with guilt if we are not delighted every single second -- we begin to come closer to a sane view of life and love when we begin to accept parenthood as a worthwhile but often difficult and trying job."

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*From HOW TO SURVIVE PARENTHOOD, by Eda J. LeShan. © Copyright 1965 by Schain & Polner, Inc. Reprinted by permission of Random House, Inc.

* LeShan, pp. 24-25

"Nothing in the life of a man or a woman is going to be as important to themselves or to society as their parenthood. It seems reasonable, then, that prospective parents should apply at least as much intelligence and foresight to this as designing a home, buying furniture, planning a vacation or perhaps even choosing a career. Knowledge and thought can be applied to the production of a family with at least as much prospect of success as in the case of any other human activity."

** Rock and Loth, pp. 3-4

"Accepting reality--with its joys as well as its problems--makes it easier for us to plan, lest from the very beginning parenthood becomes the be-all and end-all for us; if it does, then our demands for satisfaction from it are just too awesome a burden for any child to carry. To keep one's sanity while raising an infant, one has to maintain a sense of proportion and perspective. That baby is not going to stay helpless and dependent forever, and he's not going to need us one hundred percent of the time, so we had better tend other gardens as well, such as seeing that our marriage is given care and attention, that we make opportunities for adult--centered activities, keeping up with friends and our own interests. Both husband and wife have a stake in the maintenance of a life apart from child-raising, and both must work at finding those outlets and opportunities that can keep their own communication and contact alive. One thing that we have to afford--it is as vital as the baby's regular visits to the doctor--is a long list of really reliable baby-sitters. Some of us may be lucky enough to have a number of volunteers, like grandparents, on our list, but it should also include several other older people who might be available when we need them. Such a list tends to make one feel less trapped-that there is, after all, an escape clause! Getting away for one afternoon a week to do something adult and refreshing or enriching is a necessity, not a luxury. Some women whine that it can't be done. It can. There is just no excuse for much of the self-pity we are sometimes inclined to wallow in.

"Already with a tiny baby, parents feel the impact of the experts: the pediatrician; Dr. Spock; the lady in the park who's had seven children; the vaguely remembered pitfalls described in the psychology courses one took at college; the more than generous advice of grandparents. This is the time when one should begin thinking about how to make decisions, what "common sense" is; how to be discriminating and at the same time open-minded in learning to care for a child. Common sense is really the way in which we learn to combine information, experience, intuition and spontaneity. We never succeed completely, but there is simply no such thing as a perfect score where human relations are concerned.

With all the realities of infant care that we may have been unprepared for this is as nothing compared to our surprise at what children are like! They begin by saying "No" and we have the first inkling of the battles for power that lie ahead. We feel undetermined, attacked; panic and anger set in. Then they begin to get into

*From VOLUNTARY PARENTHOOD, by, John Rock and David Loth. Copyright 1949 by Random House, Inc. Reprinted by permission.

everything, nothing is sacred and we have to change our entire household arrangements. Right after absolutely refusing to do what we tell them, they cling to us, won't let us out of their sight and we find that we can't even go to the bathroom alone anymore!

"We begin to feel the pressures on us from grandparents and experts to toilet-train; we are instructed on how to encourage good eating habits; when to pick up a crying child, when not to. No two theories are very much alike, and none of the instructions seem to have much practical applicability to the crisis we are facing. Nightmares may keep us sleepless, clinging and shyness embarrass us, as well as talking back, biting, selfishness with toys, aggressiveness with other children—this is just the beginning! At least they are still cute when all this starts. But they are no longer so cute when some of the most exasperating and frightening things begin to happen—lying, stealing, starting fires, not learning fast enough—and then, to add insult to injury, the final straw: they begin to show intense dislike for us from time to time. A mother said recently, "Sometimes I just look at Marian; who is this fresh sloppy, unpleasant child? Can she really be that adorable baby I had twelve years ago?"

*LeShan, pp 27, 28 & 29

"The immature parent wants life to be easy; consequently every difficulty with children represents a threat to comfort and happiness. Partly, because nowadays people get married very early, many of them are still intensely attached to their own parents, even when they have children of their own.....During a period of prosperity, many people are often offered and accept help so that they may start out living on a scale their parents didn't achieve for many, many years.....These are usually not grown-up marriages—they are children playing house."

*LeShan, pp.30-31

"How grown-up are we? Can we stand a little discomfort in order to let our child know that we are there to protect him and to help him check impulses over which he has no control as yet? Children who can do whatever they want are cordially disliked by everyone, and scared to death of themselves; the abdication of responsibility that produces such results, under whatever foolish guise, is not love....."

*LeShan, p. 34

"Another part of being grown-up is not expecting life to be easy or tranquil. Tranquility is for the cows, not for people."

*LeShan, p. 34

".....all of us act like babies sometimes---each of us have a threshhold of discomfort, fatigue, anxiety--and each of us has a breaking point. But if we are grown-up, we stop in our tracks and begin to pick up the pieces. It takes guts and energy and ingenuity to raise children and it is rarely a peaceful endeavor."

*LeShan, p. 35

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FAMILY RELATIONS
and
LEADERSHIP TRAINING

Source: University of Calif.
Extension Service
August 1958

Enjoy Your Children:

Parents, especially mothers, besieged on all sides with conflicting advice on how to rear their children - radio, TV, newspapers, magazines, as well as from the psychologists - feel the weight of the responsibility so much they fail to enjoy their children. Relax, children are like rubber balls, they bounce back easily. Frustrating them by setting boundaries around their behavior is not going to make them candidates for a psychiatrist's couch in later life. Life can be happier for the children and the parents in a home where each person has a place as a member of the family.

Most parents are doing an excellent job of child-rearing, and what most of you here today need is reassurance that you are on the right track.

First, let's look at some of the behavior to be expected from children at various stages in their development. When you know that psychologists in studying child behavior have found that most children go through a "no" stage somewhere around 2 1/2 to 3 years of age, you can live with it, knowing your child is not "abnormal" or laying the foundation for delinquency or a life of crime in later years.

Basic principles parents need to know:

1. No two children are alike.
2. All children go through the various stages of growth and development, but each at his own pace. Some develop the behavior characteristics of a certain stage much earlier than others.
3. Each child has his own tempo - physically, socially, and emotionally. Our job is to discover the talent within each child and help him to develop it at his own pace.
4. Children are people - not toys, playthings, or miniature adults. Each has a dignity of his own, and should be treated as an individual within the family group.
5. All children need the security of love, belonging, and a disciplined home life.

The first baby takes 24 hours a day - all the time there is - and is completely dependent upon adults for everything. Most parents are tense, fearful, and over-anxious with the first baby. Self-confidence increases with the second, third, and more. This helps parents develop the ability to enjoy their children.

When the baby starts to crawl, his world expands. Next, he stands, walks, climbs, and is into everything. It is perfectly natural for him to pull the tablecloth to see what's on the table. He is curious, he is learning; it really is a sign of intelligence, not meanness. One of the questions mothers ask is, how do we handle this problem? For the best development of the child and for the welfare of the other members of the family the formula which has given the best results is: Give him a cleared area of 3/4 of the total; 1/4 of the total is restricted - the "no-no" section. Put away those antiques, expensive or irreplaceable items which are so valuable that their breakage would cause real unhappiness. Give him physical boundaries; barricade a place for his play with his toys at no danger to himself or your possessions. Dining-room chairs can make an excellent barrier to keep him in where he can still see and hear you.

The negative attitude stage develops at about 2 1/2 to 3 years of age. He says "no" to everything; even to things he really likes and wants. Call him to come and get an ice cream cone you are holding out to him; he rides his trike off in the opposite direction. That's "no" in anybody's language. However, if you just sit down quietly and wait a minute, he'll turn, smiling happily, and come. He becomes attached to a certain bib or toy. He won't eat without that bib. O.K., use a plastic one, if possible, and it can be cleaned easily; otherwise, wash his bib between meals so he can have the same one. This doesn't last long, and it is his way of showing he is learning a pride of possession, an orderly life, and a recognition of differences in materials and objects. It is far less trouble to fit his pattern, and don't be concerned that you are "spoiling" him by letting him have his own way. The security he gets from the familiar offsets the dictator demands.

Our child next develops language described as swear words. Where he hears it, no adult will admit. Amazingly, he uses it at the most appropriate times to make sense even though he has no real idea of what he is saying. Also, he can pick the times to use the words when it is most embarrassing to parents - in front of the minister, your mother-in-law (who thinks you don't know how to rear a child, anyway). What should you do? First, remember he'll grow out of it in time. This phase will pass more quickly, however, if we realize that it is a bid for attention. Hearing this kind of language from an angelic-looking little girl in a frilly dress is startling to say the least. Parents, being embarrassed, usually react by being horrified and reprimand or punish. That's getting attention in a big way; other adults laugh heartily. That's attention, too, and calls for repetition. Experience has shown that if parents quietly tell the child when alone with him that that is not acceptable language, then ignore him when he uses it, this phase will disappear quickly.

The question stage - incessant questions - comes at about 4 years of age. Part of the cause is learning to use his voice, to use new words, to satisfy his curiosity about his expanding world and partly to get your attention. The basic principle here is to remember his age. A very brief answer, stated in terms of his 4 or 5 year old ability to understand is all that is necessary. Here we get questions about sex - Where Did I Come From? There is the story of the youngster who came in from play in the neighborhood to ask where he came from. His mother sat down and told him about the birds and bees. He looked a bit confused, so she asked him why he wanted to know. His answer was, "Bill, the new boy who had just moved in the house down the street had said he came from Indiana, so I wanted to know where I came from". Don't jump to conclusions, and answer according to his ability to understand, no matter what the question. The way you answer their questions depends upon why they ask them.

When a child enters kindergarten or first grade, he undergoes a shocking experience if we have not prepared him for it. If he has had no experience in playing in groups of children, or been with adults other than his family, it suddenly dawns on him that he has to earn the friendship of the other children and the teacher. He needs to have experiences which help him develop behavior acceptable in society.

Your child is a mirror of your home life. First grade teachers don't have to visit your home to know what it is like. These children tell everything they know, but also their actions give clues to your family's private life. It is normal for any 6 or 7 year old to "clam up" when you ask what he learned or did at school today. Normal parent reaction is, "What a poor teacher - or Our School Tax money is being wasted." Not so! He doesn't know how to answer. But you can find out. Listen! Listen to conversation between youngsters when they don't realize you are around, when they play school. Get at it obliquely through questions that are indirect.

In the first and second grades, the child is in a new and unfamiliar situation. He really isn't aware of what his teacher looks like. But just wait till the 3rd grade! Our 8 year olds are aware of a pretty, young teacher, her colorful, attractive clothes. Now, he begins to feel secure in school, he starts misbehaving, trying out his teacher to see how far he can go. He acts silly, giggles, drives all adults half crazy with his riddles and stories. This too, will pass with proper boundaries, recognition of him as a person, and an opportunity to use up some of his excess energy - atomic size and reaction.

Times have changed. With the advent of radio, TV, movies, our children have had an opportunity to learn things far beyond that of previous generations of children. The space age has had to replace word recognition for "cat and dog" to "jet airplane and atomic power". The knowledge and interests of our 9 and 10 year olds have changed. They are more mature at an earlier age.

The pre-adolescent stage of development is a trying one for parents. Children mature physically at different ages. Their friendships change; boy-girl relationships develop, and social skills become important. These all need to be met on the individual growth level and treated with dignity.

Some guidelines for parents:

1. All children (as well as adults) have the same basic needs, but these needs are met according to the basic personality of each child and his place in the family.

    A. Need for Belonging - need to know that he is a person with individual dignity and worth as a contributing member of the family.
    B. Need for Recognition - need to feel as well as hear approval of his behavior; encouragement as he attempts new tasks at each stage in his growth. Children want and need the approval of their parents.
    C. Need for Learning Skills - "Let me do it my own self" is the cry of the pre-schooler, especially when mothers are in a hurry. Courtesy among all members of the family is a social skill learned easily by imitation. Provide opportunity for children before they leave the elementary school to learn the dancing - folk or square (unless your religion disapproves), swimming, or whatever the current fad in recreation is. Opportunities to eat in restaurants, stay in hotels, travel by public transportation, help to give your child social competence.
    D. Need for Responsibility. Most parents err by giving too little responsibility rather than too much. Even a 2-year old can empty wastebaskets, get the newspaper, pick up toys. At any age, carrying responsibility is not only good training for adult life, but gives each child a feeling of being an important and needed member of the family group. Increase his tasks as his ability increases to carry them out.

Suggestions which may help parents meet new and unexpected behavior:

1. When a child is misbehaving according to your family standards, look for the cause. Why does he feel he has to act this way? Instead of punishing for the particular incident, find the cause and deal with that.
2. "Listen" to children - not only to the words but the undertone of feeling. Sure, it's eavesdropping, but listen to children as they play. Keys to inner feelings and needs become apparent, and many problems can be prevented.
3. Treat each child as an individual - a person of dignity and worth.
4. Provide some time alone with each child at least every week - that is for him alone. It can be done!
5. Extend the same courtesy to the baby and pre-schooler as well as older child that you would give your most valued visitor. Courtesy and manners are contagious.
6. Set boundaries around behavior just as you set physical boundaries adapted to his age. Discipline means a well-ordered family life and security to the child.
7. Punishment, when necessary, should be carried out in private--not before an audience--to let the child keep and develop self-respect.
8. Be consistent and fair. We make a child feel insecure when we allow him to get by with something one day and punish him the next.
9. When we find ourselves constantly saying "no" to children, let's ask ourselves "Is what he is doing really harmful in any way, or am I setting standards too high? Do I have to see everything he does, or are there times when I can look the other way?"
10. Do we talk to children so much that we force them into developing psychological deafness?

Love them, enjoy them, and always expect them to do the right thing, and they usually will. They want our approval, love, and respect.

A LOOK AT CHILDREN 6 TO 12

Source: Univ. of Wisconsin
Extension Service
Oct. 1955 #509

Parents expect babies to take up a great deal of their time; they aren't surprised when pre-schoolers require a lot of patience; and they have a vague feeling that adolescents are going to be puzzling. But when children go to school, some parents think that they deserve a breathing spell---for a time, at least.

However, most of you find the school-age period of development just as interesting and appealing as the years of early childhood. And you don't lump all grade-school children in the same category for there are age and individual differences. Many changes take place in the six years; late childhood is as different from early childhood as the baby is from the six-year-old.

Why has less attention been given to middle childhood?

1. Physical growth has slowed down. Development is far less spectacular than when the child was learning to stand or to walk.
2. Mental growth goes on quietly, and we take it for granted. The ability to understand and express oneself doesn't seem as remarkable as single first words.
3. Health does not require as much vigilance as in the earlier years. There is physiological stability, and parents are a little less watchful and anxious when a child can express himself about his physical feelings.
4. The child can take care of himself much of the time; parents no longer feel worried every minute he is out of their sight.
5. Some say that children of this age are not as lovable as young children. They do not express their affection in the same way as the young child, but you see their new ways of showing it, as well as their need for your love.

Children spend their lives working and living with their own generation, and so this early experience is valuable.

What are they like?

Ages 6 to 10:

Have slow, steady physical growth.
Develop eye-hand coordination.
Acquire permanent teeth.
Have better use of small muscles.
Are eager to learn.
Are self-assertive and aggressive, but are learning to cooperate.
Love to explore; are interested in many things.
Prefer own sex group; teasing and antagonism between girls and boys.
Often are careless, noisy, argumentative.
Begin to evaluate self and behavior.
Are interested in radio, television, comics, movies, pets, sports, and adventure.

Make collections; send for samples.
Learn to plan ahead.
Like fairy tales and adventure stories.
Are concerned about right and wrong.
Become aware of individual differences.
Are interested in people; friendly.

Preadolescence, 10 to 12:

Have rapid growth in height and weight; girls mature two or three years earlier than boys.
Are self conscious about sexual development.
Have rapid muscular growth; uneven growth of different parts of the body.
Have big appetites, but they may have strong likes and dislikes.
Have a wide range of individual differences in maturity.
Are still interested in gangs, although loyalty is stronger in boys. (Girls may become interested in older boys)

IF I WERE A MOTHER

Source: By a wise young man, just five years old
.... Layng Martine

Contributed by Mrs. Anne Garrett, Orvis Ring School, Reno, Nevada

(Editors Note: After listening to his mother's advice on how she'd behave if she were a little boy, Layng Martine had a word to say on mothers. Being an author herself, his mother took down his advice, which is published below.)

If I were a mother, I would be a whole lot smarter and pleasanter, I think. When my little boy came home from school, I wouldn't talk so much or so loud. I'd say, "Here is your lunch all ready for you," and I wouldn't ask so many questions..."How is your teacher?"..."Did you hand in your dentist cards?" - so many questions, until my little boy was through eating. I'd never buy his boots or rubbers that were so small and tight he had to ask the teacher to put them on. Teachers hate to put on boots and rubbers very much. I would give him a name without any "h's" in it because people might laugh if he made them upside down.

I would smile a lot more than you do. In fact, I would smile almost always, to make my little boy feel happy. I wouldn't be so busy, and even if I was I wouldn't keep saying, "I'm busy," and I'd never say, "We'll see." If my little boy was bad, I wouldn't put him in his room or not let him see his daddy that night or spank him. If my little boy was bad, I'd say, "Don't do that anymore," and then he'd never do it again, I know.

If I were a mother, I'd make raisin cookies, gingerbread men, junket and Jello nearly every day that nobody could eat but my little boy. And every time I went out to New York I'd bring him a present. Not just candy or gum, but a pad or a nice toy. I would never forget to give him his allowance, and I'd never take money out of his bank without asking him, and if he wanted to spend all his allowance on a shoe shine, I wouldn't say, "That's foolishness."

I would never tell him fibs (like the time you said my dump truck was being fixed and all the while you'd given it away, and the time you said Judy was sick and she was dead.) Except I would tell him that big fib about Santa Claus when he was little. That's fun for little boys. I'd never tell him big, important secrets about his daddy's birthday presents and things, but if I did tell them to him, I wouldn't be cross if he told them. I'd get a book for him every time I went to the library, and I'd never say, "Oh, honey, I forgot!"

I'd let him play with anyone he wanted to, and I wouldn't say, "Oh, that boy's too babyish for you," or "Oh, that boy's too rough," and I wouldn't invite children he didn't know to his birthday parties, and I certainly wouldn't invite any girls. There are some things I'd always have in the house: Party snappers, colored straws, marshmallows, rubber bands, root beer, nails and scotch tape. Always, for my little boy.

LEARNING EXPERIENCES

Knowledge:

Collect and explore all the reference material you have available relating to characteristics of children from infants to teen-agers. Divide into small groups (3 or 4) and choose one of the following age levels:

- -Infants - birth to 1 year
- -Toddlers - 1 & 2 years
- -Preschoolers - 3 & 4 years
- -Kindergarten - 5 years
- -Early school age - 6, 7 & 8 years
- -Middle childhood age levels - 9, 10, 11 & 12 years
- -Early teens - 13 & 14 years
- -Teens - 15 to 19 years

Identify the common characteristics of your particular group and write up in an easy-to-read and understandable form.

Each member of your group take a completed legible copy of the characteristics and talk over the items with a parent (preferably both mother and father) who has a child in your assigned age range. Get their reaction to your list of common characteristics and ask them how the written traits compare with their child's behavior and traits. Bring your findings to class and report to your group. Summarize and share with the other groups. (Some questions you might discuss are:)

- -What similiarities are there?
- -What differences are there?
- -How do you account for the differences?
- -How do common characteristics related to guidance or discipline?

Conduct a "brain-storming" session on "satisfactions and dissatisfactions" of parenthood. Have 2 or 3 recorders; jot down the ideas.

Interview parents (mothers and fathers) of various ages and stages in family life cycle and ask them to recall all the joys and headaches of being a parent. Record and bring to class.

Look up material in books and other publications that discuss the satisfactions (positive and negative) of parenthood. List these and bring information to class.

Analyze in groups or as a whole your findings and information from the above three sources relating to satisfactions and dissatisfactions of parenthood. What conclusions can be drawn from the information?

Analysis:

Observe a situation that involves a parent and his child or children. Record the situation as it occured, giving adequate objective details. Analyze the scene by identifying both the child and parent's needs that were in evidence. Were the needs of the two people complimentary or in conflict? Explain your answer. Could the situation have been handled differently in order to better satisfy the needs of both? How?

Synthesis:

Invite a group of parents to class who have children of various ages from infants to teen-agers. Present information to them about the needs of children at the various age levels represented. (Different girl could be responsible for each age level.) After needs for each age are given by one of the students, ask the appropriate parent what he or she feels are the needs of a parent who has a child in this age range. Then encourage both students and parents to discuss the questions: "What needs might be considered complimentary and which ones may be conflicting?" "What suggestions might be offered for resolving the conflicts?"

Write a paper titled, "Parenthood, positive vs negative Aspects".

Evaluation:

Each member of the class read an article about the satisfactions of parenthood in a magazine or other publication (check Readers Guide). Report the main points to the class and then give an evaluation of the realities of parenthood. How would you change the article to assist future parents in better understanding parenthood?

Working in small groups, evaluate (Not necessary to give a grade) the papers that were written titled, "Parenthood, positive vs negative Aspects". (What kind of picture does the paper present--realistic, distorted, exaggerated, watered-down, etc.?) Give reasons for your evaluation.

Generalization II: Each individual family member affects and is affected by his family. II_3

Desired Outcomes:

1. Realizes the changes and attitudes that may occur in the family with the arrival of children.
2. Recognizes the part that husband-wife relationships play in the child's growth and development.
3. Realizes that parents have various philosophies of child-rearing.
4. Becomes aware that there is no one method or pattern of child-rearing that is right, but that families and children differ.

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6. Journal of Home Economics: What Are Today's Families Like? David Fulcomer. Nov., 1963. pp. 693-698.
7. Redbook Magazine: Bringing Up Baby. Joan Bel Geddes. Aug., 1965. pp. 65, 141-146.
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9. Schuey, Woods and Young: Learning About Children. Ch. 4, 20.

Government Publications:

Infant Care. pp. 9-12.

Prenatal Care. pp. 77-81

Your Child From 1-6. pp. 30-32.

Your Child From 6-12. pp. 6-31.

The Adolescent in Your Family. pp. 9-23.

Background Information:

In an article written by Eleanor Wintour for Harper's Magazine, a comparison of American and British child-rearing methods is discussed. The English parents rear their children to be quiet, polite, clean and not to interrupt. Americans, on the other hand, adore children who are friendly, talkative, and outgoing. In England, manners are stressed, the child is sent to boarding school at an early age, children are fed early and do not join the grown-ups for the evening meal or get-together. In America, the child is permitted to join the grown-ups, home life is stressed and manners are something he will "grow into" with maturation. Americans seem surprised, therefore, when the British child does not grow up to be hopelessly maladjusted as an adult and, likewise, the British are surprised when the American child becomes an adult with proper manners and character. This may just 'go to show', that there is no 'one method' of successful child-rearing.

Many studies of children have concluded that the most important factor influencing the personality development of the child is the quality of the relationship existing between his father and mother. If there are serious conflicts and strains, the child's security will probably be threatened and his personality may suffer. It is not necessary or probably possible that both parents have the exact same ideas and ways of handling the child. What is important, however, is that they try to work together and even compromise at times. Jean MacFarlane says:

> "Food finickiness, overdependence, attention-demanding, negativism, temper tantrums, and urinary incontinence in the daytime are recruited more largely and consistently from homes where a strained and unharmonious parental relationship exists."

David Fulcomer*at the 54th Annual AHEA meeting presented an address at one of the sessions. The following is an excerpt from this speech relating to attitudes in child-rearing:

> "Children are still very much in the picture; but in a very different way from a few years ago-causing many changes and quite a bit of anxiety. Couples are having children closer together, and they are putting an end to child-bearing at an earlier age than in former years. The average mother, it is said, is likely to complete her child-bearing at the age of 30, or shortly thereafter.
>
> "Another fact is that we have somewhat peculiar and inconsistent ideas and policies about children. We are strongly a family culture; most married couples who do not have children via the usual manner adopt them. So, we live in a society where we learn to want children for our marriages. Even males, most of them anticipate having children of their own some day.
>
> "But with all this pleasurable anticipation, many couples find that children are a terrible inconvenience and nuisance. In many real ways, couples in our culture are penalized for having children. (This is not to say that most of us aren't happy to accept the penalities; but the fact still remains that there are penalities.)

*From WHAT ARE TODAY'S FAMILIES LIKE? by David Fulcomer. Copyright 1963 by Journal of Home Economics. Reprinted by permission.

To put it a bit differently, our society makes it very easy to get children, and hard to rear them properly. Not the fault of anyone in particular, but yet a most significant fact, is that the pattern of how to be an adequate parent in today's America has not yet been worked out; and the result is tremendous confusion and anxiety among parents."

Source: Journal of Home Economics
Nov. 1963, p. 696

Dr. Nancy Larrick* of New York University has suggested four long-range goals that parents may want their children to achieve. They are:

"First, you want the child to have a healthy personality. This means an inner happiness that grows out of self-assurance and trust in others. It means self-respect and respect for others, a feeling of importance as a person and a feeling of responsibility in the group. It includes a sense of purpose with ideas and plans to achieve that purpose.

"There is no blood count that measures the healthy personality. But it shows in the way a child responds to people and the way he handles the decisions and tasks of daily living. It is what he is reaching for all the time, whether he knows it or not. When he has this inner happiness and strength, his contentment shines. Without it, there is a restlessness, a dissatisfaction that may drag him down.

"Second, you want him to live effectively with others in his group. In his early years, home and family are his world. Soon he is with neighborhood children whom he must learn to play with and consider. At school his world and his responsibilities are enlarged.

"We say that he needs "to get along" with people, yet we mean something much bigger. For a child must learn to share with others, to understand the needs of others and even to assume responsibility for the well-being of his fellow citizens.

"If his education is effective, he will become so sensitive to the needs of individuals that he will take a stand for justice, even against a majority. He will speak out because he is sure of himself. He will be strong enough to assume leadership, tender enough to direct this leadership to the greatest good of all.

"Third, you want him to think critically so that he can evaluate what he sees and hears and reads. He needs to explore science and history and arithmetic. But it is not enough to acquire information as a sponge takes up water. The living, growing person must go beyond the printed page or the science experiment or the politician's speech to think for himself.

"As a first--or second-grader, he learns to read a simple story. Gradually he learns to read between the lines and thus get deeper implications. Soon he learns to think about these implications and go beyond. He may recall some previous experiences that throw light on what he is reading, or some idea that contradicts what he has read. He is thinking critically and coming to conclusions on his own. This is one mark of the mature person.

* Reprinted by permission from A Parent's Guide to Children's Education by Nancy Larrick - Pocket Books, Inc.

Fourth, you want him to work creatively, for only then does he express himself as a unique individual. At first a child will imitate what he sees and hears. If his education is effective, he will go on to make up his own stories and games. The young child will skip and dance to the rhythm of music he hears over radio and television. He will experiment with paints, using color to express the way he feels, not simply to fill in an outline someone else has made.

As a high school or college student or as an adult worker, he will approach his job creatively, seeking new solutions to old problems. Instead of merely following routine patterns, he will think critically and proceed creatively."

Source: A Parents Guide to Children's Education. pp 7,8,9

Eda LeShan believes that even though there is no "pat" formula in raising a child, parents can profit by gaining knowledge and understanding of the growth and development of children. The following are quotes from her chapter, "If You Are a Parent".

"Growth is so uneven--it see-saws back and forth, and it is so hard to judge correctly whether we are pushing too hard or holding back too much... If we are holding on too tight, we are likely to get more rebellion and defiance either directly or in some more subtle form:... When we push too hard we soon see evidence of anxiety, or reluctance to try new things.

"...the more we study children, the surer we become that within a certain framework of time and intensity, all kinds of behavior which distress and unsettle parents may be part of normal growth.

"...Knowledge and understanding can help us ease the growth process, help our children meet its challenges with fewer hurts and succeed more frequently in moving on to newer levels of maturation."

*LeShan. pp. 38-39

"Knowledge about child development can help us become more self-confident, flexible, resilient and resourceful, but it cannot produce perfect children...But knowledge can help us enjoy the adventure, the challenge - and the never-ceasing wonders, delights and surprises that make up the experience of parenthood. We don't have to worry so much about our children's behavior.

"Every normal, healthy child is upsetting, unlovable and difficult at times..."

*LeShan, p 41

"...The adjustment to parenthood happens in its own ages and stages, since we know that being the mother or father of an infant is nothing at all like being the parent of a sixteen year old. There is the adjustment to one child, then perhaps to several young children; the years of great concentration and the energy focused on child-raising; the gradual change until the nest is empty once more; the new adjustment to being a married couple alone again."

*LeShan, p. 199

*From HOW TO SURVIVE PARENTHOOD, by Eda J. LeShan. © Copyright 1965 by Schain & Polner, Inc. Reprinted by permission of Random House, Inc.

Jean Abernethy* writes about the difference in child-rearing between our culture and Japan's - The following are excerpts from her article:

"In three areas of Japanese life the individual still seems to be trained to face inward toward family, kin-group, and ancestors, and to honor the authority of tradition which they represent.

"Japanese Language: By means of the language, certain concepts are conveyed to a child at a very early level of socialization. Using kinship terms, he divides all new persons he meets into two groups, "uchi no" (of my, or our, house or family) and "yoso no" (outside my house or family). Personal possessive pronouns are sparingly used; personal names are avoided and individuals are placed in social categories.

"When the growing child refers to an individual, he uses an honorific or that individual's family name, not his given name. Mary Ellen Goodman feels that these language concepts help to account for some of the answers she received when she asked Japanese children what they wanted to be when they grew up. She found that, in contrast to a comparative sampling of American children, Japanese children consistently justified their choice by how it would please their family; they minimized self-considerations.

"During the summer I spent in Japan I attended a seminar which brought together foreign and Japanese university students, both for serious study of a topic on international relations and for an experience in group living. Whenever problems growing out of the latter came to the surface, the tendency of many of the Japanese students was to say, "He should not interject his personal problems into our seminar."

"Whenever, in attempting to objectively discuss international issues, the group came upon any particularly tense problem, some of the students would hesitate to make concrete suggestions or hammer out in debate differing points of view "for fear of hurting one another's feelings." Always, the durability and smooth functioning of the group was the aim, and the disciplined and mature individual among the Japanese students was thought to be one who had learned to subordinate, shape, or curb his personal preferences and prejudices of this "fact".

"Patterns of Early Childhood: The physical and emotional contacts of the young Japanese child to protective adults, especially the mother and grandmother, last for many years. I talked with a young Japanese mother who, with her two-year-old strapped to her back, and a three-year-old at her side, had just walked four miles up a steep climb. All during our talk she kept the baby on her back, he resting close to her and she resting with him strapped onto her.

"In several of the inns where we stayed, entire families, including grandparents, parents, children, and infants, slept together in one room. These were families who presumably could have afforded to pay more for accommodations had they so desired them. A study of Japanese family habits by the Vogels indicates that even in Japanese homes where several rooms were available for sleeping, families prefer to sleep in the same room, implying that this close physical contact is due not so much to overcrowded housing conditions as to choice.

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* Reprinted by permission from Pratical Forecast, ©1965 by Scholastic Magazines, Inc.

"Japanese Housing: Little privacy exists either in a Japanese house or an inn. Partitions for rooms are of paper and one can hear a movement, whisper, or cough anywhere in the house. For this reason, a growing child does not experience the sense of private property and independence provided by his own room and his own things.

"In Japanese inns, one performs one's toilet in public - baths and wash bowls are public, and, in many instances, even toilet facilities are not completely separate for the two sexes. Public telephones have no booths for private conversations. If there is noise, you simply yell louder.

"Reactions to East v.s. West: The American way of life is, in many respects, a radically different one. The American family encourages children to grow up and face reality, find their place, and achieve a sense of identity. However, the defining of these concepts is left to the individual. American families rear their children to be independent: in every aspect of his education the child is encouraged to attempt to mold his culture, conquer nature, and put his own tests of validity to traditional authority before accepting it.

"The sudden encounter of two cultures, holding such widely differing ways of training the growing child, was bound to have widespread repercussions. Today in Japan one can meet people who are products of this conflict."

Source: Changing Family Life in Japan, by
Jean Beaven Abernethy, Practical Forecast,
Feb., 1965. pp. 34-35.

The following "history" of discipline in the child's life indicates how various philosophies of child-rearing have been emphasized over the years:

How Discipline Changed from the 1880's to the 1950's

1880's - Discipline was based upon authority with instant, unquestioning obedience expected.

Training was directed toward "uprooting the evil in human "nature" when widespread belief was that children are "conceived in sin and born in iniquity," and the clear duty of parents was to "whale the devil out of them."

Society for the Prevention of Cruelty to Children was organized "to resolutely and persistently attack cruel ways of treating children." Articles on prevention of cruelty to children mention: "whippings until bruised and sore," "shutting in dark closets until ill with fright," and "depriving of food until emaciated and feeble."

Frances Barker, G. Stanley Hall, William James, and Felix Adler started respectively the Cook County Normal School, studies in child development, psychology based on experience at Harvard, and the Society for the Study of Child Nature in New York.

1890's - Authority is still basic point of view. Larkin Donton, of the Boston Normal School expected "instantaneous obedience, with no sulkers, no laggards, no guerrillas, no independents, and the movement of all uniformly, quietly and instantly".

John Dewey founded Laboratory School, and Frances Parker founded an independent institute which was to become the School of education, both at the University of Chicago.

The National Congress of Parents and Teachers was founded in 1897.

1900's - Discipline is a major issue. Sixteen out of eighteen schools report corporal punishment in use, one in primary grades only, another "seldon" and others "good as a last resort", cannot be dispensed with but might be reduced.

Guidance begins to replace "training" in the literature. G. Stanley Hall published Adolescence (1904), the first work on the older child. William James in his Talks to Teachers set the theme for the decade in stressing the importance of habits.

1910's - William Bagley School Discipline (1915) admonished never to punish in anger, to use switch on legs or ruler on palm of hands but never box over the ears.

First Edition of Infant Care published by the Children's Bureau, established in 1912, recommended to stop thumb-sucking, pinning sleeve of baby's jacket down over "fingers of offending hand for several days and nights."

Freud, Montessori, John Dewey, and William H. Kilpatrick mentioned frequently in popular literature. The Progressive Education Association founded in 1918-1919 with emphasis on "freedom for children to develop."

1920's - John B. Watson's Behaviorism and Psychological Care of Infant and Young Child, widely followed, recommended kissing child on the forehead if at all, shaking hands with the child in the morning, never hug, kiss or let child sit on your lap. The conditioned reflex, stimulus-response bonds, and laws of learning concepts current.

Child Development Institutes established in several universities and the National Council on Parent Education founded, all with Laura Spelman Rockefeller Memorial grants.

Teachers College, Columbia University announced a new course, "Training for Leadership in Education of Parents" in cooperation with the Child Study Association, Parents Magazine established (1925). "The Child" and "child-centered" appear freely in the literature.

1930's - Objectivity at its zenith with great emphasis on the importance of routine, habit formation - i.e. "adhere without deviation to regular habits for sleeping, eating, and toileting beginning in early infancy." The parent is advised to be cool, detached and unperturbed. High interest in specifics such as sex education, allowances and toilet training.

National Council on Family Relations established (1938) as national clearing house of persons with professional interests in family living. Research in family life, child and adolescent development increases markedly. Corporal discipline rare in schools that now are much more relaxed. Discussion of place of spanking as discipline continues among parents.

1940's - Family-centered approach to children seen in first National Conference on Family Life held at the White House in May 1948. Gessell and staff at Yale, Redl, Baruch, Hymes, and Spock advise accepting the child and his feelings without shame and gearing guidance to the readiness of the child. Spock's The Common Sense Book of Baby and Child Care becomes Mother's "bible" as permissive, "enjoy your youngster" attitude toward children becomes widely accepted.

1950's - Midcentury White House Conference on Children and Youth considered the role of the home, school, church, leisure time agency, as well as vocational guidance, health, social services and law enforcement , in healthy personality development. The developmental task concept, formulated earlier, widely used through this decade in the literature that discussed "the teachable moment," "developmental level," etc.,.

1960's - Golden Anniversary White House Conference on Children and Youth made recommendations for family life education at every age level, both in public schools and under private auspices. Research in family life and child rearing steadily increases the quantity and quality of authoratative literature for professional and functional use.

Source: Duvall, Family Development, 1962 edition, pp. 108-109

Sibylle Escalona has summarized changes in our ways of thinking about children in recent years:

"Ten years ago and less, authoritative public opinion subscribed to sentiments and rules which may be characterized as follows: Bodily and mental health is based upon an orderly, strictly scheduled existence from early childhood onwards. Prescribed formulae are superior to breast feeding, chiefly because the ingredients are known and nutrition becomes, therefore, a controlled process. When babies or children cry without recognized legitimate cause it is best to let them cry it out. It is the responsibility of adults to teach children what is 'right' and what is 'wrong' in regard to meal times, sleeping hours, play interests and most other activities."

"It is now thought that it is up to us as adults to meet the needs of the younger child, rather than to expect early adaptation from him. To wit, self-demand schedules and all that goes with them. Among the needs of the young child we recognize the need for affection and for an intimate relationship with the mother as of very great importance, tending to evaluate it as more crucial than the need for good physical care. We prize self-expression, sincerity of feeling and spontaneous interest above good manners, self restraint or intellectual accomplishment."

Source: Duvall, Family Development. pp. 44-46.

Most authorities in child development seem to feel that there is no one set of rules for handling and raising children. They also conclude that parents have individual ways of reacting and feeling. Therefore, parents have to rear their child or children in a way that is comfortable for them. This does not throw out the value of understanding the general principles of how the child grows and develops and what he needs. Rather, the implication is that within the framework of what we know about human behavior, parents have a choice in rearing their children in such a way that will be helpful in achieving satisfactory adulthood. D. K. Winebrenner, quoted in Today's Child, says in relationship to differences in children:

"Some children - like trees - are best planted in groups, while others are best standing alone. Some grow strong and sturdy against the forces of nature. Others need protection against the wind and storms. Some resist rot and stand up well against the elements which rapidly deteriorate others. Some children are like sturdy oaks, or lonely maples, or beautiful pines. Others, like quaking aspen, shimmer and tremble with the slightest breeze..."

YOUR CHILD: THE FIRST SIX YEARS

"Any parents who have two or more children soon learn that there is no one way of bringing up a child - that each has to be understood as a distinct individual. Merry, sober, stubborn, gentle, reserved or confiding, each has his own personality. One child talks ahead of the average, another is slow, yet both are normal children, and it is difficult to predict which one will prove the better talker or develop the more desirable traits later in life. One child starts walking early, another late, yet it would be impossible to say which one will be more active physically in later childhood or as an adult. These differences in temperament, in rapidity of mental and physical development demand broad understanding and patience in the parents if each child is to have the guidance he or she needs."

IT'S NOT TOO DIFFICULT

"In spite of all the different things we read about rearing children, we can't go far wrong if we keep in mind just three things: a child needs to feel affection and love; he needs to sense that he is a real part of the family; and he needs assurance that he is basically all right and is making progress, in spite of his mistakes and problems.

"It may help us to always remember these points if we think of them as part of 3A formula (as Dr. Leo Kanner of Johns Hopkins Hospital has put it):

Affection ("My parents like me.")
Acceptance ("They want me in our family.")
Approval ("They think I am all right.")

If we follow the 3A formula, we'll rate A as parents."

Source: Your Child, the First Six Years

Knowledge:

Invite to class four or five parents to participate as panel members to discuss the changes that may occur in families with the arrival of children. Representative parents could include a young, new parent, parent with three or four small children, parent with older children and a parent whose children are gone, or married with children of their own. (Prepared questions will be helpful to present to the parent for this discussion).

In order to realize the changes and attitudes that occur in families with the arrival of children, divide into three (3) different groups. Each group is to be responsible for gathering all the information they can from their assigned source. The following sources are suggested:

1. Parents - in the various stages of the family cycle. (conduct interviews).
2. Children of various ages (conduct interviews).
3. Publications - Books, pamphlets, articles in magazines, etc.

Suggested questions to ask parents: (Both mother and father)

1. What changes seemed to occur in your family life when the first child was born? Second child? etc.
2. How has the coming of children affected your family life?
3. What seem to be the most difficult changes to adjust to?

Suggested questions to ask children: (All ages to 18)

1. How do you feel about the new baby?
2. What changes have you seen in your family because of more children?

Application:

Report your findings to the class in a meaningful way.

Comprehension:

Make up a case situation involving a parent and child that asks for a solution. Make up four or five copies and present these to different parents and ask them to read the situation and then tell you what their solution would be. Record their comments or have them write their solutions on the back of the paper. Bring these to class and share with each other. What can you conclude from the parent's responses?

Working in groups, take some of the case situations and decide what solutions given by the parents seem to follow accepted principles in child development. (Evaluation)

Examples: What could be done in the following situations:

a. child wants a light left on in his room after he goes to bed.
b. doesn't come the first time he is called.
c. tells a lie to his father.
d. will not share his toys with visiting child.
e. complains because of household chores.
f. yells, "I hate you" to his mother.

Situations

In Denver, Tomas Gomez, 6, counted up his Christmas gift money. He had hauled rubbish, collected bottles and newspapers, and run errands, and now he had nine 25¢ pieces--one each for gifts for his six brothers and sisters, his parents, and his invalid uncle. Then his grandmother arrived to stay with the family, so Tomas set out to find another quarter for her gift. But somehow, on that day, nobody seemed to need rubbish hauled or had errands to be run. Entering a neighborhood grocery store, he saw 25¢ on the counter. He looked about; the coast was clear, so he took the money and went home. Little boys are not much good at keeping things from their mothers, so, sure enough, after his mother questioned him, Tomas told her the truth.

Ronald and Susie, eight and five years old respectively, were helping their 16-year old brother, Jim, rake leaves in the back yard so they could be burned later. While Jim was answering the telephone, the children lighted a match to the leaves and the fire spread quickly over the entire yard, burning their seesaw beyond repair. The neighbors helped put out the fire before more serious damage was done.

Analysis:

Analyze the previous group findings from the three different sources relating to changes in the family with the arrival of children by categorizing into positive and negative changes and attitudes. Analyze these categories and offer suggestions to minimize the negative aspects.

Write a one-page story of "My Family". Analyze your story to see how your family has influenced your development (growth, learning, personality, etc.)

Read a story about a family with children in a magazine or book. Pick out those aspects or factors in the story that show how the family may have influenced their child. Suggest how another child might be influenced by the same factors. What are the implications?

Synthesis:

View the film, *Roots of Happiness*, and then write two or three paragraphs on the topic, "The part husband and wife relationships play in the child's growth and development". Have the teacher read them and decide which ones would be most appropriate to read at a parent meeting. (P.T.A., etc.) Arrange to have the papers read at the meeting.

or

Invite parents to class to view the film with you. Have an informal discussion afterwards concerning how husband-wife relationships may influence the development of the child. Some suggested questions are:

What were some specific examples shown in film of husband-wife relationships?
What were the reactions of the children to these relationships?
According to the film, what kind of husband-wife relations seemed to be the most helpful to the child's growth and development?
What might be some problems that would bring on undesirable feelings between husband and wife?
What suggestions might be given that would help eliminate the problems?
Is it possible or desirable to eliminate all problems in a family?
What are some reasons for your answer?

Evaluation:

In view of your newly acquired background, watch a T.V. program or movie and evaluate how realistic family life is portrayed relating to the following:

a. Changes and attitudes with occurrence of first child and other children.
b. The influence of husband-wife relationships on the growth and development of the child.
c. Patterns of child-rearing.

Generalization III:

Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger, and for developing religious faith. III_{26}

Sub-Generalization A:

In all known societies there is a recognized unit that assumes the functions of child-bearing, child-rearing, regulation of behavior, and economic support.

Desired Outcomes:

1. Becomes exposed to the different kinds of responsibilities parents may encounter in rearing their children.
2. Becomes familiar with the services available for parents at local, state and national levels.
3. Enlarges concepts of the adopted child, foster child, stepchild, one-parent family and explores this possible influence upon the child's development.

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Wexler, Susan S. The Story of Sandy.

Extension Bulletins:

Mummery. The Preschool Child. Purdue University.

Mummery. Setting the Stage for Discipline. Michigan State University.

Mummery. The "Why" of Behavior. Michigan State University.

How Do You Rate as a Parent? Kansas State College.

Government Publications:

The Attorney's Part in Adoption. #47.

Manual On Intercountry Adoption.

The Physician's Part In Adoption. #44.

When You Adopt A Child. #13.

Background Information:

Arnin Grams, in a pamphlet Parent Education and The Behavioral Sciences, states:

> "Parents need to deal intelligently with children, not only because the children stand to benefit as children, but also because such treatment is a way of assuring that these children will someday do an adequate or even superior job of child-rearing themselves."

SERVICES AND FACILITIES PROVIDED FOR CHILDREN

in the Reno-Sparks area

State Department of Health and Welfare

Special Children's Clinic: The clinic is an outpatient clinic, and provides a complete diagnostic and remedial treatment center for preschool children who are suspected to be mentally retarded because of developmental difficulties of an intellectual, emotional, and/or neurological nature. This service is provided free of charge. The staff is composed of the following: a Medical Director (M.D.), two Pediatricians, Clinical Psychologist, Child Development Specialist, Psychiatric Social Worker, Consulting Psychiatrist, Consulting Neurologist, Consulting Otologist, Speech and Hearing Consultant, and Public Health nurses. The clinic is financed through State and Federal funds - $40,000 a year provided by the State and $60,000 a year provided by the Federal Government.

Case Conference: After the examinations and initial evaluations of a particular case in the Special Children's Clinic are completed, a case conference is held. All of the above staff members are present, together with other professional people who pertain to the particular case. They discuss the case and decide upon a diagnosis. At this time, too, the child is present for observation. Therapeutic recommendations are made which may be medicinal, social, or psychological in nature, and the child is then followed at specified intervals. Following the conference, the case findings and recommendations are discussed with the parents.

County Health and Welfare Department

Well-Baby Clinic: For well babies only. The clinic provides for the regular check-ups of babies from birth to approximately one year. Children's vaccinations and immunizations are provided free of charge to anyone in the community. A Doctor is available for giving check-ups and immunizations, as well as being available for answering any questions relating to the health of the child. Each time a mother brings her baby in for a check-up, she is interviewed by a social worker. The social worker provides valuable information relating to nutrition, health, and cleanliness. The staff consists of: Registered and Practical nurses, Public health nurses, Itinerant doctors, and Social Case Workers. Funds are provided through the County and State.

Crippled Children's Clinic: The clinic provides medical diagnosis and treatment for physiological impairments of children from birth to age fourteen. Children are examined one at a time by an Orthopedist. A Physical therapist, Social Case workers, two Pediatricians, and one general practitioner are also present for consultation. The examination is provided free to everyone; however, in order to receive free treatment, medicine, etc., a thorough financial examination of the family is made to determine the extent of the need for such services. Funds are provided through the County and State.

Family Planning Clinic: An hour lecture is provided to all those interested on the various methods of birth control. It is an educational service to the community. Oral contraceptives and intrauterine devices are provided free of charge to those who cannot afford to pay.

Other Clinics: Cleft Palate, Rheumatic Fever and Heart, Prenatal, V.D., T.B., and School Health.

University of Nevada - Reno

Speech and Hearing Clinic: The clinic is located in the Church Fine Arts building on the University campus. The primary purpose of the clinic is to provide training for the students majoring in speech and hearing correction. The clinic is associated with the American Speech and Hearing Association as well as the Nevada Speech and Hearing Association. Speech and hearing tests are given free of charge to University of Nevada faculty as a matter of routine. Referrals from the State Welfare Department are also accepted, however, these cases are rare. Dr. Anderson is the only staff member. Funds are provided through the Speech and Drama department of the College of Arts and Science. The clinic has been in operation since 1958.

Washoe Medical Clinic

Pediatrics Ward: A ward within the hospital especially for children. A Resident Physician is in charge of the ward; however, the private physician of each child is responsible for treatment, diagnosis, etc. The maximum number of children who can be in the ward at one time is 38. There is usually one nurse to every three to five children. The children are grouped according to chronological age. The personnel in the ward includes: 2 Registered Nurses, 2 Practical Nurses, 2 Trained Aids, Student Nurses, and the Ward Clerk (secretary). Funds from private sources make up 80% of the total, with 20% coming from the county.

Colony Baptist Church

Indian Colony Nursery School: The Nursery School is sponsored by the Colony Baptist Church, and was organized to give Indian children opportunities to develop socially, mentally, and emotionally through group experiences provided in the Nursery. Three year olds attend for one and one-half hours on Tuesday and Wednesday, and four-year olds attend for the same length of time on Thursday and Friday. The staff includes: Head teacher, volunteer help, and one girl from the Youth Corp. Funds are provided through the American Baptist Church and the United Fund.

NEVADA STATE MENTAL HOSPITAL

Nursery School: One small room is provided for a Nursery at the Hospital. The express purpose of the Nursery is to provide satisfying and educational experiences for the mentally retarded children at the hospital. Two of the main goals within the program are to encourage self-help and self-care. The staff includes one teacher, a speech therapist, and one assistant. Particular children are selected by the Nursing Service to attend the Nursery. The children are grouped according to their chronological ages in most cases. A Speech Clinician works with the children for the first fifteen minutes, following this, the children go outside for twenty minutes. After coming inside, the children have juice and for the remainder of the time play with puzzles, clay, toys, etc. The total time spent in the Nursery is one hour and fifteen minutes. Funds are provided by the State, contributions and donations.

Classroom: A large classroom is provided at the hospital for pupils from school age to approximately age nineteen. The ability of the patients to take care of themselves and ability to learn determine whether they attend the "school". The class is in session from 9:00 to 3:00 and the ability of the individuals determines how long they stay in the classroom. The main goal of the "School" is to teach the pupils how to read and write. The facilities and equipment in the classroom are very much similar to a regular schoolroom; however, there are tables for the pupils instead of the traditional desks. An average of seven pupils attend at a time. The staff included a head teacher trained in the education of the mentally retarded and one assistant. Most of the equipment in the classroom was donated. Funds are provided through the State, contributions and donations.

Reported by: Sharon Jensen Walker
March 1966

PARENTAL BEHAVIOR CODE

Toledo, Ohio (AP) - In the field of instructing parents on how to bring up children, there is advice from experts in the field - children themselves.

Being compiled here is a "Code of Behavior" for parents. The code grows out of suggestions from four sixth-grade classes - two each from Beverly and Marshall schools here.

The 11 and 12-year-old experts were asked to draw up some guide lines for parents to follow in handling their off-spring.

The group produced hundreds of suggestions but many had underlying common grounds. Subjects most often mentioned were bedtime, methods of punishment, fair treatment of all children in a family, and, of course, the modern child's favorite toy - television.

Among the don'ts for parents were:

Don't pay attention to only one child.
Don't baby them.
Don't let them tell you what to do.
Don't let the child feel lonely.
Don't spoil them.
Don't blame everything on the older children.
Don't always make them take a younger brother or sister along everywhere they go.
Don't punish all the children for something only one has done.
Don't make one child clean up after another.

On the positive side, the children suggested:

Spank them when needed.
Try to understand them.
Help them with their homework but don't do it for them.
Teach children to treat other children with respect.
Listen to the children's side of things.
Be more fair about letting them watch television.
Treat children in the family according to age and send them to bed according to age.
Find out what happened before blaming a child.
Let the children earn an allowance.
Practice what you preach.

Some of the children voiced specific complaints about parents. And one child put his suggest rule for parental behavior simply and clearly:

"Don't be such a grouch."

Source: Virginia E. Twitty, Extension Home Ec Specialist. University of Nevada, 1964.

Generally speaking, infants without father and/or mother seem to be at a disadvantage. We might say, therefore, that infants without families include those in foster homes, institutions, poverty groups, one-parent family who works, etc. Beatrice Garrett writes about the child who has lost his home:

> "In this country, with its strong belief in the value of family life, the goal of the child welfare field has long been "a home of his own for every child." Yet today, in many parts of the country and especially in our large cities, "temporary shelters" are crowded with children who have lost their own homes temporarily or permanently and for whom no other homes are available. We need look no further than our Nation's Capital, where as a national magazine has recently pointed out, more than 900 children were sheltered in the winter of 1964 in the largest public institution in the United States for "dependent" children. Half of them were under 6 years old, and half stayed more than 3 months. Information from the institution shows that the number in care has since decreased. This is attributed to more realistic public assistance policies and better employment opportunities in the area, the establishment by the welfare department of emergency shelter apartments for mothers and children, and an increased effort to find and retain foster homes. However, nearly 700 children continue to live in crowded conditions in the shelter without any semblance of family life - at a cost of about $300 a month per child.
>
> "Washington, D. C., is not an exception. Chicago has a similar problem. In New York City at the end of 1964, about 2,000 children were awaiting placement. Some were well babies who had been in hospitals for over a year. Others were older childred packed into overcrowded "temporary shelters". Children have been known to stay in such shelters as long as 3 years.
>
> "In fact, discussions with foster-care agency personnel in various parts of the country indicate that in most of our great cities growing numbers of children are living in potentially harmful conditions awaiting placement. Others, already in temporary foster homes, are awaiting more permanent arrangements. And, while the number of children needing homes increases, foster family and adoptive homes are becoming proportionately less available. Furthermore, as the country becomes more urbanized, the problem is likely to increase throughout the Nation. A survey recently conducted by a magazine reporter indicated that efforts to provide constructive foster family care for children are already in a critical phase in at least 41 of our 50 States.
>
> "Three major factors have helped to produce this appalling situation: rapid socioeconomic changes affecting the population from which foster parents must be recruited; changing characteristics of the children needing foster care, including more with appreciable emotional disturbance; and administrative problems, including the chronic shortage of staff in child welfare agencies, both professionally educated and agency trained."

Source: Beatrice Garrett. Children. Jan.-Feb., 1966. pp. 2-3.

LEARNING EXPERIENCES

Knowledge:

Make arrangements to have a group of representative individuals attend class sessions to present information pertaining to the different kinds of responsibilities parents may encounter in rearing their children.* The following categories and people are suggested:

a. Legal responsibilities of parents - lawyer.
b. Health responsibilities of parents - nurse or doctor.
c. Spiritual responsibilities of parents - minister.
d. Social responsibilities of parents - social or welfare worker.
e. Discipline responsibilities of parents - probation or law officer.
f. Love responsibilities of parents - qualified parent or counselor
g. Financial responsibilities of parents - a parent.
h. Educational responsibilities of parents - teacher or principal.

*If it is not feasible to bring people into the classroom, different students can be assigned to contact and interview the qualified persons in the community. Report the findings to class.

Have a "brain-storming" session to determine the different kinds of responsibilities parents have in rearing their children. Record, summarize, and categorize.

Invite a qualified person to speak to your class on "Unwanted Children".

Conduct an informal survey by asking various parents the following question: What responsibilities do you feel a parent has in rearing children? Obtain and record the information in the following way:

SURVEY OF PARENTAL RESPONSIBILITIES

Name of Surveyor ______________________ Date ________________

Question: What responsibilities do you feel a parent has in rearing children?

Parents	Approximate Age of Parent	No. of Children	Parent's Reply	Category or Categories
A (Father)				Legal- Health- Spiritual- Financial- etc.-
B (Mother)				

Parents	Approximate Age of Parent	No. of Children	Parent's Reply	Category or Categories
C				
D				

Invite a qualified citizen in the community to speak to the class about services available in the community for children and parents.

Gather all the information you can from one of the following community resources concerning their services, help or assistance that would contribute to the development of children:

State Department of Health and Welfare
County Department of Health and Welfare
City Department of Health and Welfare
Hospitals and Clinics
Churches
Organized Children's Groups (4-H. Campfire, Boy Scouts, etc.)
Libraries
Schools
Etc.

(Suggested question to ask: What services, facilities, information or help does your organization provide or have for children; birth to 18 years?)

Report orally to class. Summarize the information and present to parents or interested groups in the community.

Comprehension:

Read an article (check periodical guides in library) relating to the foster child, adoption, stepchild, or one-parent child. In your own words, report to the class the message of the author. Also point out the possible influences on the child's development as brought out in the article or that may have been implied.

Application:

Observe a situation involving a parent and child or children that illustrates one kind of parental responsibility in rearing his or her child. Write a narrative of the situation and then identify and explain the responsibility.

Evaluation:

Bring the above papers to class and exchange in order to evaluate how effective the student was in presenting and identifying responsibilities of parenthood. If appropriate, indicate changes needed.

Synthesis:

Bring your completed surveys (parental responsibilities) to class and share your findings with other students. Tabulate the results according to categories in following manner.

Total No. of parents interviewed: Fathers__________
Mothers__________

Number of responses according to categories

	Legal	Health	Spiritual	Social	Discipline	Financial	Love	Educational	Other?
Fathers									
Mothers									

What conclusions can you draw from this survey?

Evaluation:

After participating in the above learning experiences concerning parental responsibilities in rearing children, explore the references relating to preparation for parenthood in order to determine how realistic and adequate the published information is. What additions or subtractions would you suggest?

Evaluate the adequacy or inadequacy of community services to children in your area. (You will need to first study references related to desired community services and set up criteria for your evaluation.)

Generalization IV: When individuals understand change and have some methods and resources for coping with it, they can be a force in determining the direction of change. IV$_6$

Sub-Generalization A: The individual's interpretation of his role and of the roles of other family members influences his interaction within the family.

Desired Outcomes:

1. Becomes aware of the varying roles of the father, mother and child in our changing world.
2. Begins to think about his own role expectations relating to parenthood and how this may affect his family situation.
3. Explores and becomes familiar with some of the over-abundance of publications aimed at "parent education" and develops some ability to discriminate between adequate and inadequate information.

References:

Bossard, James, The Sociology of Child Development. ch. 20.

Edwards, Morton, Your Child Today.

Hymes, James, The Child Under Six. ch. 27.

Ilg and Ames, The Gesell Institute's Child Behavior.

Journal of Home Economics, What Are Today's Families Like? pp. 696-697.

LeShan, How To Survive Parenthood.

Schaefer, The Expectant Father.

Spock, Baby and Child Care.

Stein, Robert, Why Young Mothers Feel Trapped.

Wolf, The Parent's Manual.

Government Publications:

Prenatal Care
Infant Care
Your Child 1 to 6
Your Child 6 to 12
Adolescent
Children of Working Mothers

Background Information:

Morton Edwards, a journalist and a parent has written a book, "Your Child Today" to guide (not to demand) parents in rearing their children.

He believes that in order to get maximum benefit from any parent-education literature, the parent must also learn to be a "good tailor". He states, "Not all parents are alike, not all children are alike, and not all family circumstances are alike, and, therefore; all professional advice must be cut to size, stitched to fit, and trimmed to allow for individual differences."

(pp. IX & X)

The following remarks are taken from a speech by David Fulcomer at AHEA's 54th Annual Meeting!

"Last, and most confusing to the family picture, are women! We don't know where they belong. According to the Population Reference Bureau, American women are staying in school longer, marrying younger, divorcing more, working until they are much older, and averaging just under four babies per family. In addition, they are, as never before, combining education, and marriage, and work, and motherhood. To sum up, women are upsetting the whole social picture of families.

"Women, too, I believe, need our help and understanding--not our condemnation. The multiple roles we foist upon them, are, in a great many cases, unreasonable and damaging. And when you damage a wife and mother, you damage a whole family. Cynthia Wedel says:

'...Modern women need help in thinking through the facts of modern life, and in making decisions based on reality-not on sentimentality or unnecessary guilt.' (9)

"Someone has said that ways must be found to continue to free women without destroying men. For no man can be an adequate husband-father if he does not maintain a strong ego-concept, a deep feeling of worthwhileness in his family; the same is true of a woman being an adequate wife-mother.

"Women working outside the home is a fact of modern times which is of tremendous importance to American families. Let us begin by quoting an item from the January 1952 issue of the Ladies' Home Journal. A girl is reported to have written the following in 1902: "I am compelled to earn my own living. Please tell me of something I can do without being ashamed.'

"There has been a massive movement of women from the home to the job market. According to the Wall Street Journal of April 19, 1962, "the emancipation of women from kitchen and washingboard has brought a feminine march on the labor market that amounts to a revolution.

"The female population increased 40 per cent in the 22 years from 1940 to 1962; in the same period women having jobs outside the home increased 100 per cent. About one-fifth of the nation's income in the form of wages and salaries is earned by women, according to the women's division of the Institute of Life Insurance. (Example: in 1958, women's earnings were estimated at $45 billion.) As of January 1963, there were nearly 25 million women in the U.S. work force.

"Did you know that it is estimated that 4,600,000 working women in this country are the sole support of their families; and almost

2 million of these have children under 18? (These women's families represent about 1 in 10 families.) More than half of the working women in America are married; another fifth are divorced.

"In regard to married women working, here are some facts: They account for nearly two-thirds of the country's total gain in employment between 1951 and 1961, according to the Wall Street Journal. The median age of married women workers was 41 in 1959. (For single women, it was 24.) The median age of all working women has risen sharply since 1940, more in that time than in the entire preceding 40 years. Almost one-third of married women work at jobs outside the home. The trend is upward. (Interesting is the fact that more than 50 per cent of women, age 45 to 55, work regularly at pay jobs.) All these facts have important implications for American families.

"Since families usually involve husbands as well as wives, let us take a look at how many married couples there are where both have jobs outside the home. In 1959, approximately 11 1/2 million couples counted on the earnings of both husband and wife. This is almost 3 couples out of 10 in our population. (Ten years earlier, only 7 1/2 million couples was the figure.) Incidentally, the figure in 1942 was only 11 per cent of all married couples; now it is about 30 per cent.

"According to some people, the worst "sin" of all is for mothers, especially mothers of young children to work. What are the facts? More than half of working women have children who are under 18. This spring, 3 out of every 10 mothers of children under 18 were working outside the home. This is an increase of 66 per cent in the past 10 years.

"The number involved is about 15 million children under 18 whose mothers are working. There are 4 million of these children who are under 6 years of age. There are another 5 million of these children who are ages 6 through 11.

"Another slant on women's working is in regard to those between 60 and 64 years of age. About 30 per cent of these women are working outside the home (twice the proportion of 1940). Middle age is very different for many women! This means that middle age families must be very different, too.

"Reams and reams have been written about mothers' working, and millions of words have been spoken on the same subject. I hope you realize how misleading many of these words have been and are. There is so much sentiment, so much sheer emotion, so much prejudice, so much projection of guilt feelings that it is very difficult to know what all the implications of married women's and mothers' working are for American families. That there are varied effects, we know. Recent researchers have indicated pretty clearly what any wise person might have guessed: broad conclusions and stereotyping of the effects of wives' and mothers' working are not only wrong but very dangerous and damaging to the women themselves and to the families of which they are a part.

"Here, too, we must make a positive approach in our study of what American families are like. We must study and get the real facts.

We must analyze the facts with care. Then we must go into action. We are not going to stop this trend of more and more married women and mothers working. Therefore, we had better adjust to it as rapidly and effectively as possible."

Source: "What Are Today's Families Like?"
by David Fulcomer
November 1963, pp. 696-697.

Some thoughts on the role of the child in the past.

Primitive Cultures:

Children seemed to be desired by primitive groups because they were an asset in the struggle for survival. They were also looked upon with favor because they were the ones to continue the culture, carry on the blood lines. The cruder the culture, the less corporal punishment seemed to be the rule in the primitive societies. However, abortion and infanticide were practiced due to the limited resources of the peoples. Unwanted babies because of physical defects, weak, quiet, etc. were not allowed to live, but once a baby passed the test of survival, he was accepted as a valued member of the tribe. Children were expected to do their share of the work at an early age in order to contribute to the group welfare. Play was out of the question. The child in primitive societies had little status as an individual with rights.

Knowledge:

Ask 5 individuals of various age-levels, (pre-schoolers, elementary age, jr.high, high school and college) "What are fathers for?" Record the answers and bring to class and discuss. "What does this tell you about the role of the father in our society?"

View TV shows, movies and comics that involve the father role. List the various roles portrayed in these media. What does this tell you about the role of the father in our society?

Look up and read an article relating to the role of the father. Report orally in class.

Conduct a "hearing" on 'the case of the working mother' (in this case, a working mother is one who works outside of the home for money). Appoint a group of students to present information and material that would tend to defend her position and appoint another group of students to present material that would tend to disclaim or negate her position. The following sources of information may be utilized:

1. Personal interview - taped or written.
2. Articles in various publications.
3. Research related to working mothers.

Appoint a 'panel of judges' to listen, to weigh 'evidence' and present 'verdict'. (Conclusions, desirability or undesirability, etc.)

Evaluation:

Find one book or publication or article in library, home, school, etc., that has been written for the purpose of "educating" parents. Read or skim enough of it to get the idea or message. Bring the publication to class, show it, identify it, and evaluate it for possible use by parents. (Strength, weaknesses, adequate, inadequate, misleading, etc.)

Synthesis:

Arrange to present to parents (P.T.A. meeting, classroom program, etc.) information about publications that might be helpful to them in rearing their children. Short talks, illustrated well, could be given, a display of some of the publications and short explanations of same could also be presented. Arrange to provide time for parents to browse and comment on the publications.

Synthesis & Evaluation:

Write a paper on "Factors a mother needs to consider in making a decision about working outside the home". Divide into groups and, each group read over part of the papers. Evaluate each of the paper's probable effectiveness to a mother in helping her to make an objective decision.

Write a one page paper of what you believe and expect concerning each of the following topics:

The role of the mother in the family.
The role of the father in the family.
The role of the child in the family.

(Note to teacher: Save the papers to use for further learning experiences. Be sure to emphasize that the papers should include what they actually believe and that they will not be given a letter grade-just an ok-for completing the assignment. Erase or cross out the names on the papers and label male or female views.)

Working in small groups, analyze the above papers to note differences and similiarities of role expectations held by males and by females. What are the implications? Tabulate the role expectations as given in the papers by listing briefly the activities under the following headings on large chart form.

MALE POINT OF VIEW:

Father's Role	Mother's Role	Child's Role
1.	1.	1.
2.	2.	2.
3.	3.	3.

FEMALE POINT OF VIEW:

Father's Role	Mother's Role	Child's Role
1.	1.	1.
2.	2.	2.
3.	3.	3.

__Synthesis & Evaluation__: (continued)

Compare your lists with the other groups in class. Go one step further and decide which activities are considered traditional and which ones reflect trends in a changing world. Is your class more traditional or changing-world oriented? Compare the male point of view as illustrated on the chart with the female point of view? What does this tell you?

Generalization V: Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development. III_1

Sub-Generalization A: Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences. III_3

Desired Outcomes:

1. Becomes familiar with the physical and psychological aspects relating to the reproductive process, pregnancy and the birth process.

References:

See references for Infant Psychology unit, Generalization I and II.

Background Information:

"In addition to biologic readiness for starting a family, psychologic readiness which includes emotional and social maturity is also important... It is possible that for some adolescents the hazards of the childbearing are greatest in these areas. They may not be ready for the responsibilities of parenthood."

p. 98, Breckenridge

"The father's influence on the unborn child, once the child is conceived, is indirect as he contributes to the well-being of the mother. However, as a member of a growing family, he is very important. It is obvious that good physical health will be an asset for any man with a family. It is also important for a man to have grown psychologically through the series of steps in the development of a healthy personality so that he is ready for parenthood.... Equipped with knowledge about pregnancy, a man can more easily play a supportive role...."

p. 101, Breckenridge

Note: Background information presented in Infant Psychology Unit can be used here if the need arises.

LEARNING EXPERIENCES

Knowledge:

In order to determine what information you need to know relating to the physical and psychological aspects of human reproduction and birth, take a pre-test. (Teacher can make one up) From the results, decide what areas should be emphasized in class. Correct your pre-test by looking up the information in reference materials.

Invite a doctor or nurse to speak to the class on one of the topics: "The Questions most frequently asked by prospective parents" or "Physical and Psychological Aspects of Pregnancy and Childbirth".

Comprehension:

Study references individually or in groups in order to complete the following two column list.

Topics and/or terms relating to pregnancy and birth

Physical category	Psychological category
1.	1.
2.	2.
3.	3.

Analysis:

Interview a father and a mother to find out what they would have liked to have understood before they became parents. Questions that could be asked are:

- What do you feel would be helpful for future parents to understand about pregnancy, reproduction and birth?

- What seems to be the least understood by young parents regarding reproduction, pregnancy and birth?

Record the answers and other pertinent information and bring to class. Compile the responses and determine whether the different suggestions relate to physical or psychological aspects. Tabulate the results. What differences are there between the male and female responses? What are the implications or what does this tell you?

Evaluation:

After gaining some understanding of the physical and psychological aspects of pregnancy and childbirth, read an article written for parents that talks about pregnancy and/or childbirth. Report on the article and evaluate it by pointing out how well the physical and psychological aspects were covered.

Synthesis:

During class (15-20 minutes) all the girls write a one-page composition on the following: "What prospective fathers should understand about physical and psychological aspects of pregnancy and childbirth." All the boys write a one-page composition on the following: "What prospective mothers should understand about physical and psychological aspects of pregnancy and childbirth. (No names) Have the teachers read these in class. Then divide into small groups of 3 or 4. Each group decide what the boys' papers emphasized and what the girls' papers emphasized. Then go a step further and compare these findings with the findings of the parent interviews. Report your group thinking to the class. As a whole class discuss the following: What are the implications relating to "Being A Parent In Today's World?" How can you utilize this information in preparation for parenthood?